Alternative Education Pathways

Profiles and Policy 2005

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The National Youth Employment Coalition (NYEC) improves the effectiveness of organizations that seek to help youth become lifelong learners, productive workers, and productive citizens. Toward this end, NYEC:

- Sets and promotes quality standards
- Tracks, crafts, and influences policy
- Provides and supports professional development
- Builds the capacity of organizations and programs

Since its founding as a membership network in 1979, NYEC has grown to over 275 members in 41 states. NYEC's members represent a broad range of organizations in the fields of workforce development, youth development, and education. The membership includes direct service providers, public agencies, associations with affiliate networks, research and policy groups, and technical assistance providers. NYEC also works with organizations in countries around the world.

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Alternative Education Pathways

Profiles and Policy

by Mala B. Thakur and Kristen Henry



Contents

| Acknowledgements | 5 |
|---|----|
| Executive Summary | 7 |
| About the Publication. | 15 |
| Profiles | |
| Community Prep High School Center for Alternative Sentencing and Employment Services (CASES) New York, NY | 17 |
| High School Completion Program Adult Career Development Center (ACDC) Richmond, VA | 22 |
| Los Angeles Conservation Corps (LACC) Los Angeles, CA | 28 |
| YouthBuild Rockford Comprehensive Community Solutions, Inc. Rockford, IL | 35 |
| American YouthWorks Charter School Austin, TX | 42 |
| Center of Excellence Charter High School Arizona Call-A-Teen Youth Resources, Inc. (ACYR) Phoenix, AZ | 48 |
| Improved Solutions for Urban Systems (ISUS) Dayton, OH | 52 |
| Open Meadow Alternative Schools Portland, OR | 57 |
| TransCenter for Youth Milwaukee, WI | 61 |
| Appendices | |
| Appendix A: Glossary | 69 |
| Appendix B: Additional References | 72 |
| Appendix C: Acronyms | 73 |
| Appendix D: Alternative Education Pathways: Funding and Policy Forums Participants | 74 |
| Appendix E: NYEC Board of Directors and Staff | 76 |
| Appendix F: NYEC Contributing Members and Individual Donors—2005 | 77 |

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In addition, we would like to thank the representatives from programs, schools, states, national organizations, and federal agencies that participated in two forums convened by NYEC in February and June 2005. The forums further informed our thinking regarding the financing of alternative education pathways. A complete list of forum participants is provided in Appendix D.

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Finally, the school and program leaders and state policymakers who informed this report are truly champions for young people and are leading the way to meet the educational needs of all youth, though innovation and determination. They are change-agents in their communities and remind us that access to a quality education is a right and not a privilege.

Executive Summary

Access to a quality education can transform a young person's life. Some of the most promising and innovative practices are taking place in our nation's community-based and alternative education schools and programs serving youth between the ages of 16 and 24. These alternative education pathways represent an essential part of the education system in the United States. Yet, while these learning options are providing opportunities to help increase the chances that no young person is left behind, they have also been overlooked, under-resourced, and marginalized. The need for educational pathways leading to a credential is immense; yet the capacity to serve disconnected youth is inadequate.

Statistics regarding disconnected youth are discouraging. Approximately 5.4 million youth ages 16-24 are out of school and out of work. Nearly one-third of our nation's youth are not completing high school within four years of the ninth grade according to recent studies by the Urban Institute and the Manhattan Institute. The Urban Institute report also highlights the racial gaps in these graduation rates, with students from minority groups (American Indian, Hispanic, and African-American), having little more than a fifty-fifty chance of earning a high school diploma.

By the year 2010, the nation's youth population (16-24) is projected to grow by 4.6 million or 14 percent, increasing the proportion among these youth representing minorities and youth for whom English is a second language. Without adequate preparation, many of these youth will lack the basic skills or language skills necessary even for minimum wage employment. For many of these young people, multiple experiences of failure and limited opportunities for a second chance at gaining marketable skills offer a bleak future, too often scarred by crime, drug abuse, early pregnancies, and despair. In today's labor market, without the higher level of skills which increasingly require postsecondary education, opportunities for employment at a living wage, and ultimately self-sufficiency are dismal for these youth.

Economics play a vital role in illustrating the devastating impacts that illiteracy and the absence of work skills can have on a community as well as on the individual. In the current labor market, many young people can secure entry-level employment in the service sector, but often cannot maintain employment and do not possess the skills to advance to jobs that pay a living wage. Thus, many young people remain in

poverty because they do not have the prerequisite skills and competencies to advance in the workplace.

In an information-based economy that is widening, the income gap between high and low-skilled workers is escalating. Those who stay in school can graduate from low-performing schools with a diploma, but still not meet the high literacy and other proficiency levels required in the current workplace. Those who leave school without a diploma or GED face a lifetime of low-wage jobs where their hard work and long hours cannot provide enough income to support a family or raise them out of poverty.

In addition to the need for high school reform and dropout prevention strategies, the high percentage of young people leaving traditional education systems requires comprehensive dropout recovery efforts. These efforts should be designed not only to move dropouts back into traditional high schools, but also to connect them to a range of options within and outside of traditional public school systems that lead to a high school diploma and are responsive to their varied needs, life circumstances, and learning styles. Yet programs designed to address these needs often face barriers in accessing stable funding. These programs must navigate through a complex labyrinth of funding systems and operate within a variety of frameworks that differ in flexibility on a state-by-state basis. Uncertainty around sustainability creates untenable limitations.

As the numbers of disconnected youth increase, states must consider how they will reach, engage, and reconnect young people as they develop plans to redesign high schools and contemplate the following:

- Given the new economy and global competition, the goal for the American high school must be to graduate the overwhelming majority of students with proficient skills—including those of color and non-native English speakers in order to meet the skill demands of the 21st century.
- States and school districts will need to develop a "portfolio" of secondary school options—all having the highest standards while customizing to meet the needs of a diverse population (one size cannot fit all).
- Funding and policy need to be re-aligned to support the reinvention of the American high school which would include expansion of education options.

Executive Summary continued

 Availability of solid data is critical to raising standards and increasing graduation rates, including disaggregated data.

Access to State and Local Education Funds

In recent years, a growing number of programs and schools have been established to provide education services to youth outside of the traditional K-12 public education system. As state education funding is one of the largest potential funding streams that can support services to disconnected youth, the National Youth Employment Coalition's (NYEC) report, Financing Alternative Education Pathways: Funding and Policy, explores the financing and policy mechanisms that are in place to do so in several states. The intent is to share lessons learned and recommendations with other states, schools, and programs seeking to support viable education options and alternative pathways for disconnected youth.

To inform policymakers, educators, and practitioners, NYEC profiled alternative education schools and programs that have accessed state and local education funds in Wisconsin, Oregon, Ohio, Arizona, New York, Texas, Virginia, and California; as well as one that has not in Illinois, which focuses on the challenges in establishing a charter school. These profiles reflect innovative practices and creative state and local policy mechanisms used to finance alternative education pathways. This publication is not a comprehensive analysis of all alternative education programs and schools in these states. Rather, these profiles illustrate how some *specific programs and schools* in eight states have successfully accessed state and/or local education funds to support education for formerly disconnected youth.

Despite the range of existing federal funding streams and programs supporting disconnected youth, as well as programs offered by community-based organizations, community colleges, and many others, opportunities for disconnected youth are limited and there are insufficient resources to serve the growing number of disconnected youth.

Principles, Themes, and Elements of Quality Practice

Drawing from research, program and school profiles, and input from a broad network of local, state, and national educators, practitioners, and policymakers, NYEC has developed the following set of principles:

Principles for Alternative Education Pathways and Options

- Alternative education pathways/options should be operated by institutions that can award education credentials and include multiple pathways to a credential.
- Alternative education pathways/options should offer competency-based and applied learning approaches.
- Alternative education pathways/options should employ relevant performance indicators for student achievement and for programs and schools.
- Alternative education pathways/options should be supported by a combination of pathways and structures such as charter schools; partnerships with departments of education; and community based organization (CBO) schools.
- Alternative education pathways/options should award credit based upon proficiency and competency.
- Alternative education pathways/options should use measures that consider student progress over time and relative gains.
- Alternative education pathways/options should collaborate with a myriad of partners, including, but not limited to: education systems/programs, community-based organizations, and community colleges.
- Alternative education pathways/options should include characteristics and elements that encourage students to stay in an education program or school.
- Alternative education pathways/options should include work-based learning, career preparation, internships and other opportunities to help prepare youth for paid employment in the 21st century workplace.

Additional Considerations

In addition to the principles, several key themes and factors emerged from our research and discussions. As we think about meeting the educational needs of all youth, the following elements should be considered in the dialogue:

Leadership and Professional Development

Strong leadership is a key factor in the success of all of the profiled programs. These leaders and other experts in the field stress the importance of: planning and expansion of professional development opportunities; support for new generations of leaders; peer to peer technical assistance; notification by district or state education agency about professional development opportunities; and orientations for applicants and new charter operators.

Data and Reporting

Data should be used to support the creation of alternative education pathways and to help "sell" the need for these options "with the heart." Increasing the collection and use of baseline data can help to improve programming over time. When designing these pathways, data can be used strategically to create programs that meet the needs of disconnected youth and share their successes with policymakers and the public.

Accountability

All of the profiled sites are subject to an evaluation process in order to maintain a contract or charter; comply with funding requirements and eligibility; and to maintain credibility as a viable education option for youth. Many states allow for some flexibility when taking into account the at-risk and dropout youth populations as compared to traditional public school students. Sites discussed the importance of measuring relative gains through pre- and post-testing and having the ability to demonstrate progress over a year. The need for flexibility in time and method of assessment for this population of youth was cited as a key element for alternative education pathways. Some sites also stressed the value of demonstrating clear objectives and methods for measuring outcomes, and where appropriate, participating in third party evaluations.

Multiple Pathways to a Credential

Many of the profiled sites offer youth multiple pathways to a credential, many points of entry for youth, and a choice in the type of school or program to attend. These sites deal with the stigma often attached to "alternative" schools and programs by developing a positive school culture that integrates youth development principles and creating an atmosphere of high expectations for all students. The idea of "rigor, relevance, and relationships" was emphasized by many of the sites. All of the sites maintain a personalized learning environment through small class sizes and by hiring staff that support youth as counselors and advisors. The sites also incorporate the ideas and opinions of youth in developing elements of the program.

Credentials

Depending on the composition of the youth population served and initial literacy level, alternative education pathways may lead to a variety of credentials such as:

- High School Diploma
- GED
- Postsecondary degree (Associate or Bachelor's degree)
- Industry certificates and credentials

Collaborations and Partnerships

Each of the profiled sites seeks to integrate the local community through a variety of collaborations. Some examples of these partnerships include working with the local school district; institutions of higher education (community colleges and local universities); local businesses and employers; non-profits; and social service agencies. Through collaborative efforts these schools and programs are helping to provide solutions to community problems and build the local economy. By linking learning to real world employment experiences and aligning curriculum to industry-recognized credentials, these schools and programs are responding to workforce demands and providing students with the skills they need to be competitive in the job market. Many sites also incorporate service activities into their programs, which allow youth to act as leaders and change-agents in their neighborhoods.

Elements of Quality Practice and Programming

The profiled sites share many of the following elements and features which contribute to quality programming:

- Offer low student/teacher ratio
- Are accredited
- Grant credentials (High School Diploma and GED)
- Offer credit recovery



Executive Summary continued

- Hire certified teachers
- Provide flexible scheduling
- Negotiate strong relationships at the local level
- Secure private funding
- Partner with community-based organizations
- Access multiple funding streams
- Provide support services, such as case management and counseling
- Provide contextual, applied, experiential, and projectbased learning
- Offer a personalized learning environment embedded in youth development principles
- Integrate community service and service learning opportunities
- Offer connections to employment, training, and postsecondary education

How can we expand support for education services?

The programs and schools we examined provide examples of how to successfully tap into state and local shares of per pupil funding. States support local schools by a formula that

includes average daily attendance (ADA) or average daily membership (ADM) funds; tax levies; and other state dollars. In order to meet the needs of students, almost all of the profiled sites supplement state and local education funds with resources from other federal funding streams and programs (such as the Workforce Investment Act (WIA), Carl Perkins Vocational and Technical Education Act (Perkins Act), and the Individuals with Disabilities Education Act (IDEA), and private funds. Provision of supplemental funds is necessary in order to offer support services, maintain small class sizes, pay for facilities, and provide other services.

According to the 1996 National Conference of State Legislatures (NCSL) report, State Education Funding Policies and School to

Work Transitions for Dropouts and At-Risk Students, while most states do not prohibit programs and schools outside of public school systems from accessing state education funds, it is still difficult for programs and schools to tap into these funds and is encouraged in just a small number of states. In 2005, based upon our analysis, accessing state education funds remains a complex process that can deter almost all but the most aggressive and determined advocates. In addition, each state has its own set of policies, regulations, and procedures regarding education funding streams, making comparison and alignment across states unfeasible. Also, based on a scan of state statutory definitions of alternative education NYEC learned that there currently is no common definition for alternative education and the language states are using to define and describe alternative education varies widely.

Since the publication of the NCSL report in 1996, there has been an expansion in the number of alternative education schools and programs, due in part to the growth of the charter school movement, implementation of zero tolerance policies, as well as public and private investment in smaller learning communities.

Nearly all of the profiled sites have secured state and/or local shares of per-pupil funding as their primary funding source. The amount that each program can access varies by state and is also determined by the pathway "type" (charter school, program, alternative school, etc.). Regarding access

to state-per pupil funding, enrollment counts and calculation methods often vary between alternative education pathways and traditional schools. In many cases, the state per-pupil funding is not directly allotted to the alternative education pathway and often the site cannot secure the full percentage of funding. For example, Oregon has legislation that enables ADM funding to follow the student which is then managed through contracts with local school districts. Eighty percent of the state funding follows the student to an alternative school and 20% is retained by the district to administer the program.

Alternative education pathways are subject to fluctuations in funding that do not offer guarantees for stable, sustainable funding. In

some cases, the stability of funding centers on the timing of the release of funds. Funding in these instances is delayed, which requires sites to front-end funding in order to begin operations for the year. ADA and ADM dollars may be

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awarded the school year following the attendance count, meaning programs often do not receive any state education funds for over a twelve month period or longer after they open their doors. In order to adequately serve the needs of their youth populations, alternative education sites also leverage funding from a variety of sources that include foundations, private funds (many alternative education pathways are private, non-profits), local businesses, and government sources outside of education. For example, the Improved Solutions for Urban Systems (ISUS) program in Dayton, Ohio is able to access city, county, and state funding for the development of affordable housing.

Challenges

While it is possible for alternative education schools and programs to tap into state and local funds, it is often a complex process that is difficult to navigate. Even after schools and programs are able to access funds, they face many challenges such as:

- Sustainability of Funding. In some cases, funding must be renegotiated every year, making it difficult to develop plans and projections.
- Private Funding. As some schools are able to access public funding, private funding is becoming more difficult to secure.
- Equity in Funding. Charter schools and alternative schools often receive less funding from the district than traditional K-12 public schools, yet may serve students with greater needs. In some cases, students in alternative educational settings are generating the same amount of

- revenue for the district as they would in traditional K-12 public schools yet still receive fewer resources.
- Delays in Funding. In some instances, funding commitments are made, but schools may not receive actual funds for two years.
- Average Daily Attendance Calculations. In some cases, different methods are used to calculate average daily attendance dollars for students in traditional K-12 public schools than those who attend alternative education schools and programs, often resulting in less funding for alternative schools.

Each funding stream presents its own distinct challenges and opportunities. Many federal funding programs such as the WIA and the Perkins Act present challenges such as income eligibility issues; use of an approved curriculum and credential requirements for educators; and extensive reporting requirements.

Charter schools do provide autonomy at some level, but in many states they face barriers to securing funding that are often readily accessible to traditional public schools. For example, if a charter school is its own local education agency (LEA), it often does not have the capacity to keep up with all of the required paperwork as compared to school districts with numerous administrative offices and staff. Many charter schools do not receive funding for facilities, transportation, or adequate start-up support for the planning and development of new charter schools.

Range of State and Local Policy Mechanisms

In many instances, alternative education schools and programs can access per pupil education funding and provide more comprehensive services to disconnected youth through a variety of state and local mechanisms and policies. States and communities should consider these mechanisms and examples below as they develop policies to support alternative education pathways for disconnected youth:

Enacting a state statute that enables the establishment of a state program or deliberate mechanism

allowing funding to follow "at-risk" students to alternative education settings. In the mid-1980's, Oregon passed legislation that enables ADM funding to follow the student. The local school districts manage this flow of funds through contracts. Eighty percent of the per pupil net operating expenditure (which includes ADM funding and revenue) follows the student to an alternative school, and the district retains 20% to administer the program.

Executive Summary continued

Range of State and Local Policy Mechanisms (continued)

Allowing school districts to award credit based on proficiency and competency. The TransCenter for Youth's Shalom High School in Milwaukee, Wisconsin, uses a competency-based credit-earning model in addition to awarding credits for course work. Students in their senior year at Shalom also must show competency through portfolio demonstrations before review panels composed of individuals from the community.

In Oregon, as of December 2002, the State Board of Education approved the following policy as an option for school districts: "districts may award credit based on proficiency." The districts may award diploma credits based on satisfactory completion of work in an alternative program that may include career-related learning experiences and project-based learning.

Permitting all or part of a public school to be converted to a community or charter school, with the intent to better serve the needs of at-risk youth. In 1997, Ohio enacted a statute that permitted all or part of a public school to be converted to a community school. Since then, there have been many changes in the state legislation that have enabled the growth of two types of community schools in Ohio: conversion schools and new-start up schools. Local school boards can sponsor conversion community schools in any district. Start-up community schools are limited to designated urban and "challenged school districts" (labeled as *Academic Emergency* or *Academic Watch*).

Community schools in Ohio were first developed with the intent to better serve the needs of at-risk youth. Today, approximately 250 community schools operate in Ohio; the majority of schools are in communities with low graduation rates. These community schools serve either an at-risk or general student population.

Designating Charter Schools as their own Local Education Agency (LEA). In Ohio, a community school is designated as its own LEA and has a contract with a sponsoring entity. The sponsor and the governing authority of the proposed school negotiate the contract without any prescribed limits from the state. Although community schools receive per pupil funding from the state, they cannot levy

taxes, access local funding, or receive local tax funds.

The Texas State Board of Education authorizes openenrollment charter schools and considers the schools their own LEA. These charter schools receive per pupil funding directly from the state.

Defining alternative schools as programs rather than schools. In Oregon, the Department of Education views Open Meadow Alternative Schools as a program rather than a school. As a result, Open Meadow is not held to all No Child Left Behind (NCLB) accountability standards. Although most faculty members are state certified, currently Open Meadow is not held to the *highly qualified teacher* measure in NCLB.

In New York City, as Community Prep High School is a transitional non-diploma granting program, the state does not hold the program subject to the stipulations in NCLB. Virtually all of the policy direction comes from the New York City (NYC) Department of Education. Community Prep's official designation is a program and not a school. The implications of the designation are that Community Prep does not have to meet certain academic benchmarks as well as curriculum requirements, and the program is eligible for alternative indicators of success.

Establishing multiple charter granting authorities, some of which are outside of the traditional K-12 system. In Ohio, school districts, state universities, qualified non-profits, and the governing board of any educational service center can sponsor a start-up community school.

In Milwaukee, three authorities can grant charters: the Milwaukee Area Technical College, the City of Milwaukee, and the University of Wisconsin, Milwaukee. Each of the charter authorities has a separate process for applying for a charter.

Establishing representation of an alternative school on the state board of education. In Arizona, charter school operators have a voice at the state level through a State Board for Charter Schools and representation on the Arizona State Board of Education.

Future Mechanisms

While NYEC found no specific laws or policies that support the mechanisms below, based on our research, correspondence, and conversations with leaders in the field we have developed mechanisms and suggestions that states and communities may wish to consider as they craft policy to support alternative education pathways:

- Requiring an education accountability system, that is compliant with both state and federal requirements, that recognizes progress over time of all students based on academic levels at entry, whereby schools are not deemed failures if students have demonstrated substantial growth.
- Including mechanisms that support and promote flexibility to create a robust system of diverse secondary educational offerings in a community.
- Developing mechanisms that provide support to and promote the creation of networks for alternative schools serving at-risk youth.

Innovative Approaches to Public Education

Ultimately, accessing funds for alternative education pathways is far more than a funding issue, but really part of an innovative approach to public education designed to meet the needs of all students. This approach includes a diverse set of delivery systems and stakeholders, which often fosters tension between innovation and maintaining the status quo. Yet examination and analysis of viable examples of schools, programs, and policy mechanisms demonstrate that new approaches to public education can be achieved. Continued encouragement and support of collaborations among educational systems, workforce systems, and community based partners is essential.

The leaders, administrators, and state policymakers that promote and lead alternative education pathways are champions for equity and quality education. Our research illustrates that financing schools and programs that meet the educational needs of all youth is possible, and challenges can be creatively addressed if there is the political will.

About the Publication

Financing Alternative Education: Profiles and Policy reflects innovative practices and creative state and local policy mechanisms used to finance alternative education pathways in several states. This publication is not a comprehensive analysis of all alternative education programs and schools in these respective states. Rather, these profiles illustrate how some *specific* programs and schools in several states have successfully accessed state and/or local education funds to support education pathways for disconnected youth.

In 2004, the National Youth Employment Coalition (NYEC) began investigating how alternative schools and programs access state education funding to re-engage and recover dropouts. As a follow up to the National Conference of State Legislatures (NCSL) 1996 report entitled, State Education Funding Policies and School to Work Transitions for Dropouts and At-Risk Students, NYEC examined how states define alternative education to further explore whether there is any language in the statutes that would prevent schools/ programs from tapping into these funds. After completing an initial scan of state definitions and policies on alternative education, NYEC found that, while most of the statutes were punitive in nature towards students in alternative schools, there were no explicit funding barriers.

After gathering information about how alternative schools and programs tap into state and/or local education funding, NYEC examined funding policies and mechanisms at the state and local levels. This approach is somewhat unique, as often analysis of education funding begins with an examination of state policy, and then of schools and programs.

NYEC's research approach first centered on a quality school or program, so that our initial research and investigation began at the school or program level.

Information for this document was compiled through interviews, a literature review, online and print resources from January 2004-August 2005. As funding streams and circumstances often fluctuate, please note that some of the information and personnel may have already changed.

To further inform this work, NYEC convened two forums entitled, Alternative Education Pathways: Funding and Policy in Washington, DC in February and June 2005. These forums brought together representatives from profiled programs, states, national organizations, and federal agencies to further explore the issue of financing alternative education. The discussions explored sustainable funding streams for alternative education pathways; successful strategies, challenges, and barriers to accessing funding; and state policy and legislation. The collective experience and insights from this group have informed the profiles and our work to date on alternative education. A list of forum participants is provided in Appendix D.

Profiles

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

Community Prep High School

PROGRAM/SCHOOL

Community Prep High School Center for Alternative Sentencing and Employment Services (CASES) 346 Broadway, 3rd Floor West New York, NY 10013

Phone: 212.732.0076

Contact person: Ana Bermudez, Co-Director

E-mail: abermudez@cases.org

www.cases.org

TYPE OF ALTERNATIVE EDUCATION PATHWAY

Alternative school; transitional program (Note: Community Prep's official designation is a program, not a school.)

Program Description

Founded in 2002, Community Prep High School is a transitional, non-diploma granting institution for court-involved youth preparing to re-enter and succeed in mainstream public education. The goal of Community Prep is to prepare students to successfully transition from a custodial setting to a mainstream high school. Over a nine to 15 month period, youth earn 9th and 10th grade credits in English, math, history, science, and electives, and are prepared to take the appropriate Regents or Regents Competency Test (RCT) exams. Youth are referred to Community Prep by New York City and State juvenile justice agencies and the New York City (NYC) Department of Education's Borough Enrollment Centers. Because youth are released from custodial settings throughout the calendar year, Community Prep operates a rolling admissions process. After spending 15 months at Community Prep, students transition to a mainstream New York City high school.

Each Community Prep student is assigned to a CASES youth worker (known as a community advisor) who serves as a coach and mentor. Instruction at Community Prep focuses on literacy and numeracy skills along with necessary remediation. The school maintains small class sizes with an average 1:7 teacher to student ratio. Community Prep offers a variety of services and opportunities for students and their families, including student government and other leadership activities; family involvement activities; restorative justice practices; literacy activities; girls-only advisory and extracurricular activities; Saturday basketball; individual counseling and case

management services; afterschool tutoring, recreation, and employment skills training; and internships.

A Department of Education principal and a CASES director lead Community Prep. Four CASES community advisors provide social skills development, employment coaching, and transition support services. Six certified Department of Education teachers provide math and literacy instruction to students. In addition, two Department of Education administrative staff, one full-time CASES intake coordinator, and one Department of Education social worker also support students at Community Prep. The intake coordinator identifies and recruits eligible students. The coordinator is in contact with staff at the NYC Department of Education's Borough

Highlights

Operated as an innovative partnership between the New York City Department of Education and the Center for Alternative Sentencing and Employment Services (CASES), Community Prep High School receives local education funds to support an education program for youth offenders transitioning out of residential facilities and into the mainstream public school system. Community Prep students earn credits toward a high school diploma under the instruction of statecertified teachers while also receiving additional social and transition support services from CASES staff.

Enrollment Centers and the schools inside locally-run detention facilities for youth. Additionally the intake coordinator works with the aftercare workers in the city whose caseload includes youth from the state-run Office of Children and Family Services (OCFS) facilities. OCFS facilities house youth who are committed to state custody by family court judges. Once the upstate facility releases the youth, the aftercare worker makes the referral to Community Prep. About half of the referrals are from city juvenile facilities and half are from state facilities. Since students are referred and do not apply for admission, Community Prep does not have a waiting list.

Community Prep students typically enter the program with few or no high school credits and are often older than the typical 9th or 10th grade student. Based on the results of baseline standardized tests, incoming Community Prep students typically read at a 5th grade reading level and are at a 6th grade math level. Almost 50% of Community Prep students are entitled to special education services under federal disability law.

During the 2003-2004 school year, Community Prep served 140 youth between the ages of 14-17, with an estimated enrollment of about 75 students at any given point in time. Community Prep operates year-round on a traditional school year schedule from early September to late June, and offers a summer school program during July and August. The attendance rate at Community Prep was approximately 40%. Although 140 youth registered, about 40 of those (28%) either failed to come to school at all, or only attended once or twice. The program kept these students on the register until their status was known, at which point they would either receive intensive outreach services or be taken off the school register. Community Prep follows New York City's established outreach protocol for dropout recovery. On average follow up occurs until the student either returns to Community Prep, returns to another school, or turns 17. Community Prep must follow specific steps that include a Planning Interview with the student and parent to decide what the educational future of the student will be. After the interview, the program determines whether the student will remain on the register or will be discharged from Community Prep.

Youth Population Served

School Year 2003-04

| Mal | e | Female | Age Range |
|-----|---|--------|--|
| 79% |) | 21% | 14-17 years old, more than 60% are 16 years old |
| | | | 59% African American 39% Latino 2% Mixed Ethnicity |

In the 2003-04 school year:

- No students were expelled, but approximately six youth received superintendent-level school suspensions. Approximately 10 students received in-school suspensions. During that time, they participated in restorative conferences to rectify the behavior that led to the suspension.
- 100% of students had erratic attendance or were habitually truant upon entry.
- More than 50% of students had a severe discipline problem upon entry.
- 100% of students were severely credit deficient; not meeting or exceeding state benchmarks or standards; or behind their age group in basic skills.
- 25% of female students were parents or became pregnant while at Community Prep.
- 100% of students were youth offenders.
- 100% of students were previously court-involved.
- 100% of students qualified for free or reduced lunch.

Funding Sources

Community Prep receives funds from the New York City Department of Education, the New York City Council, an Attendance Improvement and Dropout Prevention (AIDP) grant from the United Way, and private foundations. The New Century High Schools Initiative and the NYC Department of Education provided start-up funds for the school. The program estimates an annual cost per student between \$5,000-\$7,000 for the social development and transitional support services that CASES provides. When factoring in the NYC Department of Education expenditures, the actual cost per student is approximately \$12,000. Funding sources are outlined below.



CASES Community Prep Budget (Approximately \$600,000)

| Funding Source | Percent |
|--------------------------------|---------|
| Private foundations | 56% |
| United Way AIDP Grant | 16% |
| NYC Department of Education | 15% |
| NY City Council | 8% |
| New Visions for Public Schools | 5% |

Community Prep was one of the first 14 schools funded by the New Century High Schools Initiative, a public/private initiative managed by New Visions for Public Schools. Funding for this initiative was provided by the Bill and Melinda Gates Foundation, the Open Society Institute, and the Carnegie Corporation, with matching funds from the NYC Department of Education. This initiative aims to develop small high schools in New York City through partnerships between educators and community organizations. This initiative provides the seed money to support start-up and development costs of these small schools, while matching funds from the NYC Department of Education pay for educational services and instruction. CASES applied for and became a lead partner for the initiative, receiving a \$450,000, five-year grant in 2002 to launch Community Prep. This initiative awarded \$150,000 of this total in the first year of operation to pay for start-up and professional development costs.

In addition to the \$600,000 CASES budget, Community Prep is funded by NYC Department of Education. The Department provides over \$1 million annually for educational instruction at Community Prep, which includes the school building, six teachers, and a principal. Funding from the New Century High Schools Initiative reduces incrementally each year with the expectation that the lead partner will obtain diversified funding sources to support the school.

Although Community Prep funding from the NYC Department of Education is relatively stable, the CASES portion is proving difficult to sustain. In the three years of program operation, CASES has found that private foundations and criminal justice agencies are reluctant to fund individual schools. While the NYC Department of Education has already committed significant resources to the project, CASES is seeking further support from city, state, and federal education; criminal and juvenile justice sources such as the New York State (NYS) Division of Criminal Justice Services, the NYS Office of Children and Family Services, and the NYC Department of Probation; and the U.S. Department of Education. CASES also plans to approach more foundations to increase private support for the school.

State Policy

Definition of Alternative Education in New York State Alternative Education "State of the Practice 2003":

"New York State public alternative education includes any nontraditional environment that provides a comprehensive elementary, middle, or secondary curriculum. Mastery of learning standards and attainment of a high school diploma are achieved through a learner centered program structure, multiple learning opportunities, frequent student performance review and feedback, and innovative use of community and school resources to support youth development.

Alternative education includes programs that prepare students under 21 years of age to pass the General Educational Development Tests (GED) and receive a New York State High School Equivalency (HSE) Diploma. Local school districts, Boards of Cooperative Educational Services (BOCES), the Office of Children and Family Services and the Department of Correctional Services operate these programs."

- "State of the Practice 2003" New York State Education Department



Because Community Prep is a transitional non-diploma granting institution, the state does not hold the program subject to the stipulations in the No Child Left Behind Act. Virtually all of the policy direction comes from the New York City (NYC) Department of Education.

District Policy

The NYC Department of Education has a separate funding stream for non-traditional programs and schools that are operated by the NYC Office of Alternative, Adult and Continuing Education Schools and Programs (the Alternative Superintendency). While mainstream public schools calculate and receive funding based on certain provisions, schools and programs within the Alternative Superintendency, such as Community Prep, have far more flexibility in order to accommodate the relatively diverse and labor-intensive nature of alternative and non-traditional programs.

Accountability criteria such as attendance and academic performance can be difficult to measure because they are very low to begin with and can vary widely among the students served. Community Prep's official designation is a program and not a school. The implications of the designation are that Community Prep does not have to meet certain academic benchmarks as well as curriculum requirements, and the program is eligible for alternative indicators of success. Community Prep uses a software database known as Efforts-to-Outcomes (operated by Social Solutions), which can capture both "hard" measures such as attendance, punctuality, and credit accumulation, and "soft" measures of student performance, such as the frequency to which students approach a teacher to ask for assistance with academic, social, or personal issues.

The fact that Community Prep is not a traditional public school is somewhat of a barrier to accessing traditional Department of Education funds. For example, compared to mainstream public schools in New York City, Community Prep does not have direct access to the education bureaucracy to process grant proposals. Similarly, although many of Community Prep's students would ordinarily be eligible for and need special education services, the process of classifying these students as special education-eligible is thorough; however it remains bureaucratic, and time consuming. Community Prep students could be in and out of the program before

the city could determine their eligibility for special education services.

City funds are also available to programs that serve youth who are already in custodial settings. The fact that Community Prep is a transitional program makes it more difficult to receive these funds, even though the program serves a population similar to those in the NYC Department of Juvenile Justice or NYS Office of Children and Family Services custody.

References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Ana Bermudez, Co-Director, Community Prep High School; Insha Rahman, CASES; Mark J. Ryan, Principal, Community Prep High School; and Tim Lisante, Senior Superintendent, Alternative Schools and Programs, New York City Department of Education. NYEC appreciates these contributions. Additional resources are listed below.

Web Resources

Alternative Superintendency of New York City's Board of Education: www.altschools.org

Center for Alternative Sentencing and Employment Services (CASES): www.cases.org

Community Preparatory School / CASES Annual School Report (2003, June 1). New York, NY: New York City Public School District: www.nycenet.edu/daa/ SchoolReports/03asr/379612.pdf

JustChildren, Legal Aid Justice Center (2004, November).

A summary of best practices in school reentry or incarcerated youth returning home. Charlottesville, VA: JustChildren, Legal Aid Justice Center: www.justice4all.org

Mirsky, L. (2004, September 22). Restorative practices at Community Prep High School in New York City. Restorative practices: www.fp.enter.net/restorativepractices/ communityprep.pdf

New Century High Schools Initiative: www.newvisions.org New Visions: www.newvisions.org

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- Roy-Stevens, C. (2004, October). Overcoming barriers to school reentry. OJJDP Fact Sheet (#3). Washington, DC: U.S. Department of Justice. www.ncjrs.org/pdffiles1/ojjdp/ fs200403.pdf
- University of the State of New York State Education Department. Workforce Preparation and Continuing Education. www.emsc.nysed.gov/workforce/alted/alternativeEd/ home.html

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- Reisner, E.R., Rubenstein, M.C., Johnson, M.L., & Fabiano, Lara (2003, December 13). Evaluation of the New Century High Schools Initiative: Report on program implementation in the first year. Washington, DC: Policy Studies Associates, Inc.
- Rimer, S. (2004, July 25). Young Offenders Find Hope, Guardedly, in the Classroom. New York Times. Section 1, Column 4, p. 25.

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

High School Completion Program

PROGRAM/SCHOOL

High School Completion Program (HSC) Adult Career Development Center (ACDC) Richmond Public Schools 119 West Leigh Street Richmond, VA 23220 Phone: 804.780.4388

Contact person: Martha Suber, Principal E-mail: MSuber@Richmond.K12.VA.US www.richmond.k12.va.us/schools/acdc

TYPE OF ALTERNATIVE EDUCATION PATHWAY

Vocational education school, GED program

ACDC's High School Completion program is an "alternative school" that is
part of the Richmond Public School system.

Program Description

Established in 1970, the Adult Career Development Center (ACDC) is a Richmond Public School program that provides academic and vocational skills to youth and adults who have left the traditional education system. ACDC serves Richmond residents ages 16 and over who are dropouts, at risk of dropping out, economically disadvantaged, or unemployed. Historically, the school has been an oasis for young expecting mothers (ages 14–19), young mothers with infant children needing child care, and disadvantaged older students needing to earn fewer than seven credits in the same year for high school completion. Originally, ACDC was developed to provide employment and training for Richmond residents ages 16 and over. Today, this comprehensive center is an essential community hub that offers the following programs and services:

- Family Literacy program
- Early childhood education (Early Head Start and Head Start)
- English for Speakers of Other Languages
- High School Completion program
- Adult Basic Education
- GED preparation
- On-site GED testing
- Individual Student Alternative Education Plan
- Vocational education
- Supportive services such as parenting classes

The Richmond Public Schools' Adult and Continuing Education Office offers many of its courses and programs at ACDC. ACDC is the only public school in the city providing services for pregnant youth in grades 6-12 during the year of delivery. In 2004, the High School Completion (HSC) and GED programs at ACDC served approximately 622 youth under age 20.

ACDC's High School Completion (HSC) program offers students 16 years and older a pathway to a state-certified high school diploma. Through this program, students earn credits toward a high school diploma at ACDC under the instruction of certified faculty. Once students complete the HSC program and earn all required credits, they receive a diploma from their home high school as ACDC does not award diplomas. During the 2004-2005 school year, HSC enrolled 136 students. ACDC staff report that HSC does not have a waiting list currently.

On average, students attend HSC for one to two years. Their length of participation depends on the number of credits they have upon entry. The program generally accepts students who are at least two years behind grade level with at least 10 high school credits (six of which must be core credits). If a student does not have the required amount of credits and is 16 years old, the student typically enrolls in ACDC's GED program. Students who are interested in pursuing a high school diploma, but do not meet the criteria, may be considered for enrollment in HSC with the understanding that it will require at least a three year commitment.

In order to enroll in HSC, the young person or administrators from the home school must contact the ACDC guidance department and request a referral packet and application. Many of the school-aged youth are referred from Richmond's comprehensive public high schools. ACDC maintains contact with administrators at the local high schools. Schools base referrals to ACDC on the following: pregnancy, two or more years behind grade level, poor attendance, and a parent request for a transfer. Additionally, schools can refer students who are at least 18 and have a job or children and need a flexible school schedule. The referral form must include: a transcript, recent report cards and school schedule, Virginia Standards of Learning scores, Individual Education Program, and proper identification. ACDC is essentially an open enrollment program. If students meet the referral and age criteria, they may enroll. Upon submission of all requested application materials, students attend an orientation session where ACDC counselors provide information on all of the center's options and conduct an initial assessment with youth and guardians in order to determine placement and an education plan.

Once HSC accepts a young person, ACDC notifies the home school to remove the student from its rolls. HSC operates on a regular school calendar year from September through June and offers classes daily from 8:00 a.m. until 2:50 p.m. with afterschool options from 3:00 p.m. to 6:30 p.m. The curriculum at HSC is a traditional direct instruction model that implements Virginia's Standards of Learning objectives. Additionally, the curriculum incorporates selfpaced, independent study using standard textbooks. ACDC maintains a personalized learning environment with a 1:15

Highlights

The Adult Career Development Center's High School Completion program is an alternative school within the Richmond Public School system that receives average daily membership funding to support its education program. Virginia's state education accountability system recently enabled qualified public schools to develop a school improvement plan and submit it to the state to be considered for an Alternative Accreditation rating. Under this new initiative, schools can modify performance measures based on the student population served.

faculty to student ratio, where faculty work closely with youth to develop education and career plans. The school offers required courses in English and literature, social studies, math, science, and some electives. ACDC does not offer foreign languages, earth science, chemistry, physics, world history, calculus, or trigonometry. If a student wishes to take these classes the student can take them before enrolling or remain at a comprehensive high school.

In order to receive a high school diploma, students must complete all coursework and the required 140 classroom hours per course. In Virginia, a Standard Diploma is 22 credits (six must be verified credits; please see State Policy for more information). Students can earn a maximum of six credits per year in the regular day program. Students requiring more than 12 credits must attend HSC for more than two years or attend summer and evening school to earn the additional credits. Students completing HSC can attend both an ACDC graduation ceremony and their home school's ceremony.

Once a student graduates from HSC, the home school that the student transfers back to receives the graduation credit. Essentially ACDC provides students a temporary placement where they can catch up and recover credits for their transcript. On average, HSC helps graduate 100 youth per year who may have otherwise not completed their high school diploma.

Although ACDC is considered to be a Richmond public school, ACDC does not maintain cumulative records for any of the HSC students. The students' home schools keep the cumulative records regarding the student's transcript and award the graduation credit accordingly. ACDC has difficulty producing an accurate graduation rate because HSC students return to the home high school when they complete all credits for graduation. ACDC also has difficulty determining the percentage of dropouts because there is no four-year cohort since most students enroll at the school for only two years. ACDC also considers many students above the age of 18 to be "stop-outs," as opposed to dropouts, because they may take some time off from the program and eventually return.

In addition to providing youth a pathway to a high school diploma, ACDC's education program also offers the GED. In 2004, the GED program served 486 youth ages 16-19. ACDC also offers the Individual Student Alternative

Education Plan (ISAEP), a state-funded accelerated GED program for youth ages 16-17. In order to enroll in the program, the student must score well on the GED placement test and qualify with 7.5 on the Test of Adult Basic Education (TABE). The ISAEP program allows youth to take the GED before turning 18, which is the minimum age in Virginia for youth to take the GED unless the student attends an accelerated GED program. The ISAEP program offers students an intensive individualized academic and vocational skills program. Students work with counselors and develop a career plan while attending the program. Students working toward their GED have the option of joining the HSC students at ACDC's commencement ceremony.

In 2005, HSC students earned 87 diplomas (74 Standard Diplomas, 5 Advanced Diplomas, 4 Modified Diplomas, and 4 Certificates of Attendance), and 118 youth and adults received a GED. Students who complete all credits for a diploma but do not complete the verified credit requirement receive a Certificate of Attendance. These students can receive the diploma once they pass the required SOL tests to earn six verified credits. From 2001-2005, ACDC assisted 557 students in earning a high school diploma and 395 students in passing the GED test.

Youth Population Served

School Year 2004-05

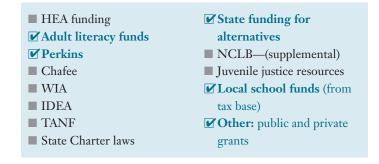
| Male | Female | Age Range |
|------|--------|--|
| 42% | 58% | 38.2% under 18 and 61.8% 18 and over |
| | | 87% African American 8% Hispanic 3% Caucausian 2% Asian/Pacific Islander |

During the 2004-2005 school year, the youth population served in the High School Completion Program (HSC) at the Adult Career Development Center (ACDC) was composed of:

- 29% dropouts
- 0% expelled
- Approximately 95% of the students had erratic attendance or were habitually truant (upon entry)
- 10% had a severe discipline problem (upon entry)
- Approximately 95% are severely credit deficient, not meeting or exceeding state benchmarks or standards, or behind their age group in basic skills
- Approximately 25% are parents or pregnant
- 26% adjudicated delinquents, youth offenders, or courtinvolved
- Approximately 40% were previously court-involved
- 95% qualify for free or reduced lunch
- 10% Foster youth

Funding Sources

ACDC's primary source of funding comes from the state share of average daily membership (ADM) funding from the Richmond Public School system totaling \$8,506.60 per student, per year. Additional funding sources are listed below.



Funding Breakdown for High School Completion Program

Note: Some of the education programs at ACDC have youth and adults attend classes together so resources and funding are spread out among multiple programs (i.e., HSC, GED, and the Family Literacy program).

| Funding Source | Percent |
|--|---------|
| ADM | 90% |
| Adult Education funding (city and state funding) | 2.5% |
| "Families for Learning" (state funding) | 2.5% |
| Carl D. Perkins | 2.5% |
| Public and private grants | 2.5% |

Richmond Public Schools bases the amount of ADM funding that ACDC receives on the number of students served the previous year. ACDC estimates that HSC will enroll approximately 130 students annually and receives ADM based on that number. ACDC receives funding beginning July 1 along with all Richmond public schools.

Since 1984, ACDC has operated out of the former Benjamin Graves facility that is located in downtown Richmond and is easily accessible using public transportation. ACDC acquired the facility through a cooperative financial agreement between Richmond Public Schools (RPS) and the Office of Human Resources Development. Because ACDC is part of the RPS system, the school district employs all the staff. However, ACDC does not have school buses. The school provides city bus passes to students. In addition to transportation, ACDC provides support services such as child care through the Head Start program, tutors, mentoring, counseling, and career prep planning for students.

District Policy

Due to ACDC's long history of successfully providing alternative education opportunities for Richmond residents, the center has enjoyed ongoing support from leadership in the community. ACDC maintains a constant relationship with high school administrators and works together to prevent at-risk youth from dropping out of school as well as assisting with dropout recovery.

Regarding school accountability, the school district has not determined how HSC will measure Adequate Yearly Progress under the Virginia school accountability system and the No Child Left Behind Act.

State Policy

Definition of Alternative Education in the Code of Virginia:

"Alternative education program' shall include, but shall not be limited to, night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate."

—Code of Virginia (§ 22.1-276.01)

Definition of Alternative Education in the Virginia Administrative Code:

"Defined in the broadest sense, alternative education involves learning experiences that offer educational choices which meet the needs of students with varying interests and abilities. Alternative education offers choices in terms of time, location, staffing, and programs.

Alternative education programs must be designed to help students acquire the knowledge and develop the skills and attitudes reflected in the goals of education for Virginia's public schools. Alternative education programs already exist in many schools in the state. Among them are programs for the handicapped, for gifted and talented students, and for students enrolled in vocational education classes; however, alternative education, in the broadest sense, is not limited to these programs.

The courses offered shall be approved by the local school board in accordance with regulations of the Board of Education.

If regular high school credit is awarded to students in the alternative programs, regulations of the Board of Education shall be applicable.

Instructional personnel used in alternative programs shall be certified if any portion of their salaries is derived from public funds."

--Virginia Administrative Code (8VAC20-330-10)

Virginia School Accountability: Standards of Learning (SOL)

Since 1998, the Virginia Department of Education has used the Standards of Learning (SOL) program as its public school accountability system. The state uses SOL tests for reporting and holding schools accountable for teaching content areas. All students must pass the end-of-course SOL tests to earn credits and receive a diploma. High schools award diplomas based on standard units of credit and verified units of credit. Comparable to a Carnegie unit, a standard unit of credit is awarded for a course when the student completes 140 hours of instruction and the objectives of the course. A student earns a verified unit of credit for a course when the student earns a standard unit of credit and passes the corresponding SOL test or a Board of Education approved alternative assessment.

Virginia has three different types of high school diplomas based on the number of verified credits a student receives.

- 1. The Standard Diploma requires 22 standard credits with six verified credits.
- 2. The Advanced Studies Diploma requires 24 standard credits with nine verified.
- A Modified Standard Diploma is used only for special education students and students with disabilities. A student's Individual Education Program team determines the requirements.

Virginia Accreditation Ratings

Under Virginia state law, all public schools receive one of the three accreditation ratings: Fully Accredited, Accredited with Warning, and To Be Determined. During the 2003-2004 school year, the Virginia State Department of Education considered ACDC Accredited with Warning. The state bases accreditation on student achievement on SOL tests and other tests in core subject areas. The results of the SOL tests are combined to produce an overall passing percentage in English, math, science, and history. A school must have an adjusted pass rate of 70% or higher for all content areas in grades 8-12 to be considered Fully Accredited. If a school is Accredited with Warning, it is below achievement levels for full accreditation, placed under review, and required to adopt and implement a school improvement plan. To Be Determined schools are schools with approved or pending alternative accreditation plans.

The school will have this rating until the Board of Education issues a final rating based on approval of the school's alternative accreditation plan by the Board of Education. ACDC has applied to be considered for the alternative accreditation status for the 2005-2006 school year. ACDC is currently awaiting final score results from the 2004-2005 school year and accreditation status for 2004-2005 has not been determined (at this time no schools have been given their accreditation status for 2004-2005). HSC staff project that during the 2004-2005 school year HSC will just miss the 70% target benchmark in math with the school scoring 68%. If accepted, the alternative accreditation rating could include a modified target percentage determined under the school's plan.

—The Virginia Department of Education website provided information on Accreditation Ratings at http://www.pen.k12.va.us/VDOE/src/accred-descriptions.shtml

No Child Left Behind Act

In Virginia, the state holds all public schools to Adequate Yearly Progress (AYP) based on SOL test scores and annual objectives for attendance and graduation. Currently ACDC is not held to AYP because the student population is too small for the AYP subgroups, which require 50 or more students to take the assessment. Additionally, the High School Completion program (HSC) does not have a graduation rate because students transfer back to their home schools in order to receive a high school diploma. ACDC has not been able to produce an accurate attendance percentage because GED and HSC students report to the same homeroom at ACDC. ACDC is working with the school district to determine how HSC should be held accountable.

Education for a Lifetime Program

Current Virginia Governor Mark R. Warner's Education for a Lifetime Program promotes the Race to GED initiative that seeks to double the number of Virginians passing the GED by the end of 2005. A second initiative, Senior Year Plus, offers two options to better prepare students for life after high school while reducing the cost of college tuition and technical training. These options are called Early College Scholars and Path to Industry Certification. The Early College Scholars program allows eligible high school seniors to complete their high school diploma while earning at least 15 hours of transferable credits toward a college degree. Students earn these credits through dual-enrollment

programs and by taking Advanced Placement courses at their home high schools or through the Virginia Virtual Advanced Placement School.

The second option, Path to Industry Certification, is for students who are not planning to attend college immediately after graduating from high school and are unprepared to enter an occupational or technical career upon graduation because they have not completed a sequence of career and technical education courses. The Path to Industry Certification allows students, upon graduation from high school, to enroll in tuition-paid technical preparation courses at the community college level through May of the year following their high school graduation. Upon completion of the training, they are eligible to take the industry certification or licensure exam at no cost. The Path to Industry Certification was piloted in four community colleges during the 2003-2004 school year and expanded to 11 community colleges the following year. During the 2005-2006 school year, the Path to Industry Certification program will go statewide and all 23 community colleges in Virginia will participate. Thirteen ACDC 2005 high school graduates will participate in the Path to Industry Certification. ACDC is expanding its relationship with local community colleges and focusing on transitioning students from high school into postsecondary options.

> —Information on the Education for a Lifetime Initiative was provided by the Virginia Department of Education, Office of Career and Technical Education Services.

References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Martha Suber, Principal, Adult Career Development Center (ACDC); William McGee, ACDC's Assistant Principal; Dr. Yvonne Brandon, Associate Superintendent, Instruction and Accountability, Richmond Public Schools; and Treeda Smith, Public Information Officer, Richmond Public Schools. In addition, Joe Scantlebury, Staff Attorney, Youth Law Center, assisted with the development of the profile. NYEC appreciates these contributions. Additional references are listed below.

Web Resources

ACDC School Report Card: http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&pick_id_pass=123-80&instit_id=235&_program=prodcode.rc_all_report_2004.sas

Adult Career Development Center: www.richmond.k12. va.us/schools/acdc/

Virginia Department of Education:

- School Accreditation Rating Descriptions: http://www. pen.k12.va.us/VDOE/src/accred-descriptions.shtml
- Senior Year Plus: www.pen.k12.va.us/VDOE/ senioryearplus/

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

Los Angeles Conservation Corps

PROGRAM/SCHOOL

Los Angeles Conservation Corps (LACC) 3655 S. Grand Avenue, Suite 280 Los Angeles, CA 90007

Phone: 213.747.1872

Contacts: Phil Matero, Deputy Director

E-mail: pmatero@lacorps.org Noel Trout, School Principal E-mail: ntrout@lacorps.org

www.lacorps.org

TYPE OF ALTERNATIVE EDUCATION PATHWAY

Three charter school sites; community-based alternative small school sites

Note

As of July 1, 2005, the John Muir Charter School in Nevada County is the charter partner for the Los Angeles Conservation Corps (LACC). This profile describes the relationship between LACC and its former charter partner, the Excelsior Education Center. The partnership with John Muir Charter School will be similar to the relationship with Excelsior described below.

Program Description

Established in 1986 as an independent nonprofit organization, the Los Angeles Conservation Corps (LACC) engages youth ages 3-23 in education, job training, and community service programs. In an attempt to provide an education component in addition to handson employment training, LACC initially sent corps members to adult education school. Later in 1990, the organization provided in-house GED preparation. LACC struggled to secure private funding to maintain the GED program and eventually sought an alternative way of providing education programming through the growing charter school movement, spurred by the 1992 passage of the state's charter school law. In 1996, LACC established a partnership with the accredited Excelsior Education Center in order to enroll LACC youth in a diplomaCalifornia charter schools are given flexibility with teacher qualifications regarding noncore, non-college preparatory courses. This flexibility allows LACC to hire teachers who share the school's nontraditional approach to education.

granting charter high school, the Adult Corps High School. Through this partnership with Excelsior, LACC operates three year-round charter high school sites: the Adult Corps High School (South Central Los Angeles), Youth Opportunity High School (Watts), and EcoAcademy High School (Central LA).

Located in Victorville, California, Excelsior Education Center is a 7-12 grade charter school with a total enrollment of 1,300 students. The main campus in Victorville enrolls 80% of the students. The remainder of the enrollment represents the students at the three LACC charter school campuses that each enrolls between 60-80 students. Victor Valley Union High School District in Victorville, CA granted the charter to Excelsior in 1995, and the LACC school sites are considered part of Excelsior and under their charter. Through this partnership, Excelsior and LACC share resources and responsibilities. Excelsior manages much of the education component by providing average daily attendance (ADA)funded state certified instructors, curriculum, and education materials. In addition, Excelsior manages the administrative responsibilities for the school sites, such as payroll and student enrollment.

LACC provides the following: additional

school staff, including teachers and counselors, the three school facilities in the Los Angeles area, and resources related to the hands-on training and paid work experiences in the local community. The three LACC campuses have 27 education staff members. California charter schools are given flexibility with teacher qualifications regarding noncore, non-college preparatory courses. This flexibility allows LACC to hire teachers who share the school's nontraditional approach to education. There is one principal for the LACC campuses that reports to LACC and to the executive director at Excelsior. This collaboration with Excelsior helped increase legitimacy of the LACC youth corps program and continues to expand educational opportunities for corps members.

Established in 1996, the Adult Corps High School serves older youth ages 18-23 who work as corps members for LACC. Over the course of the year, approximately 300 youth enter the Adult Corps program. About 75% of the youth in the conservation corps program enroll in the charter school. (Not all the corps members need to enroll since some enter the program with a high school diploma.) The Adult Corps campus focuses on job skills and transitioning youth into employment and postsecondary opportunities. Corps members split their program time 50/50 between the classroom where students are in core subject classes such as math, reading, and writing; and the field where crews work on community service projects. Two groups of students alternate weekly between the classroom and the field. For example, students can be a part of a Youthbuild crew during their "service week" and work on building affordable housing in the Los Angeles community while another group is in the classroom taking core subject classes.

Because the Adult Corps students are older and returning to the classroom can be difficult, this campus also provides a three-month transition program called Project LEAP (LACC Environmental Awareness Program). Through LEAP, students engage in a project-based learning curriculum related to environmental awareness. The curriculum provides a gradual re-integration to the classroom through hands-on, active learning that also gives corps members a foundation of knowledge for the conservation projects at the Adult Corps. Typically, students enroll in the Adult Corps program for 19 months and receive a high school diploma upon completion. In addition, most students enroll in Ameri-Corps, which is a national service program that provides an

Highlights

Under California law, charter schools can access 100% of the state share of average daily attendance (ADA) funding from the state. The Los Angeles Conservation Corps (LACC) charter school sites are "locally funded" and access ADA funds through LACC's charter partner, Excelsior Education Center. Excelsior receives state per pupil funding from the Victor Valley Union High School District. California law limits the percentage of state per pupil funding that a school district can retain when the district passes the money to a locally funded charter school. The LACC charter school sites benefit from provisions in state law that provide some flexibility around restrictions for several state and federal youth development programs operating charter schools, including conservation corps and Youthbuild programs. Charter school operators have a voice at the state level through representation on the California State Board of Education.

education award for postsecondary education options when corps members complete their term of service.

Established in 2000, Youth Opportunities High School (YOHS) serves youth ages 14-18 who have left, been expelled, or pushed out of the Los Angeles Unified School District. Through a partnership with the Los Angeles Youth Opportunity Movement (LAYOM), LACC receives a grant to help support the high school. Additionally, LAYOM provides staff and services to offer job readiness and schoolto-work programming for students. The U.S. Department of Labor originally established LAYOM through the federal Youth Opportunity Grant in 2000.

Students attending YOHS are in the classroom every week, and the school site has an emphasis on remediation with three hours per day spent on instruction in basic math, reading, and writing. The campus mixes grades within classes and offers extracurricular activities such as drama and art. The campus also offers a variety of internship opportunities for students through local community partners such as the Watts Coffee House and the Watts Credit Union. The YOHS campus emphasizes art, and students must complete at least three art classes in addition to the state graduation requirements in order to graduate. The majority of YOHS graduates from the first five graduating classes are currently in college.

Similar to YOHS, LACC's EcoAcademy High School serves youth who have left, been expelled, or pushed out of the Los Angeles Unified School District. The campus has a similar school structure with a focus on remediation and classes with mixed grades. This campus opened in 2002 and serves youth ages 14-18. EcoAcademy has a focus on environmental awareness as well as a strong school-towork component. This campus operates in partnership with LACC's Clean and Green program, a youth employment and training program that engages teams of youth in service projects on Saturdays. Students at the EcoAcademy are coenrolled in Clean and Green and perform at least 40 hours of paid community and environmental work over the course of the school year. Instructors help students make classroom connections with the environment and community improvement experiences through this work experience.

The Western Association of Schools and Colleges accredited all of the LACC school sites. Each of the three school sites has a 1:15 teacher to student ratio. The length of participant stay varies from six months to three years because the LACC programs are very individualized. All three school sites receive at least four times as many applicants as LACC can accept into the program. Because of the small size of the student body at each campus, LACC faculty can check in regularly on students regarding their academic progress. All of the LACC campuses offer case management and opportunities for students and faculty to discuss issues and celebrate achievements at weekly school-wide meetings. In addition to receiving support from case managers and education managers, LACC students also participate in life skills and transition classes to set college and career goals. LACC also provides support for students to access scholarships for postsecondary opportunities through an annual fundraising event.

The LACC campuses adhere to Excelsior's Expected School-wide Learning Results (ESLRs), which state that "students will be academically competent individuals; involved, productive citizens; effective communicators; and technologically skilled adults." With Excelsior's goals guiding school climate, the student-centered curriculum and educational programming at the LACC school sites focus on inquiry and project-based learning strategies that relate to the local community. The academic program provides reme-

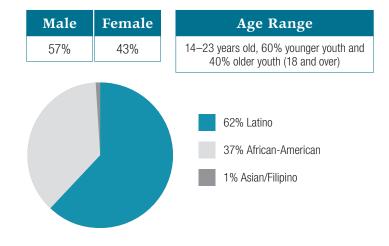
diation and allows students to catch up in reading, math, and writing. The campuses' experiential elements complement the academic focus. The vocational training, community service, and workforce elements allow students the opportunity to make their neighborhoods an extension of the classroom and prepare for transitioning into postsecondary and career opportunities.

The LACC campuses maintain a personalized learning environment for students by meeting youth where they are academically. In order to determine placement into classes, the school sites use authentic assessment, teacher recommendation, and the Test of Adult Basic Education (TABE). These multiple and frequent assessments include student progress reports every five weeks (which cover attendance, punctuality, and grades), senior portfolios, and weekly tests in all core subject areas. The LACC school curriculum is aligned with all of the California state standards. Students also work with instructors to develop individualized learning plans. In addition to meeting all state graduation requirements, all students must pass at least one computer class, a college and careers course, and Excelsior's basic exams in algebra and writing.

The National Youth Employment Coalition recognized the Los Angeles Conservation Corps as a PEPNet (Promising and Effective Practices Network) Awardee in 1996 and as a Renewal Awardee in 2001.

Youth Population Served

School Year 2003-04



Based on the 2003-2004 school year, the LACC student body includes:

- 80% dropouts
- 20% expelled
- 100% erratic attendance or habitually truant (upon entry)
- 40% severe discipline problem (upon entry)
- 95% severely credit deficient, not meeting or exceeding state benchmarks or standards, or behind their age group in basic skills
- 10-15% parents or pregnant
- Approximately 20% adjudicated delinquents, youth offenders, or court-involved
- Approximately 40% previously court-involved
- 85% qualify for free or reduced lunch
- <5% foster youth</p>

Funding Sources

LACC's primary funding for its school sites comes from the state share of average daily attendance (ADA) funding at approximately \$5,000 per student, per year. LACC's estimated actual cost per student, per year is \$12,500. Additional funding sources are outlined below.

- HEA funding
- Adult literacy funds
- Perkins
- Chafee
- **WIA**
- IDEA
- **■** TANF
- State Charter laws
- State funding for alternatives

- NCLB (supplemental)
- Juvenile justice resources
- Local school funds
- **Other:** foundations, fundraising, and the Corporation for National and Community Service (AmeriCorps funding)

Under California law, charter schools can access 100% of the state share of ADA funding from the state. Charter schools are either "direct funded" and receive ADA funds directly from the state, or they are "locally funded" and access ADA funding through a school district. In the case of the LACC campuses, funding goes from the state to the Victor Valley Union High School District, and then to Excelsior; so it is a locally funded charter school. Of the ADA funding that LACC students generate, 90% is allocated for direct education program costs at the LACC campuses. Excelsior retains about 9% of the funding for indirect costs (hiring, payroll, reporting to the state, etc.); the district retains about 1% of the funding. Excelsior allocates revenue generated by the three sites to each individual LACC site. LACC adds to the resources at each of the campuses by providing at least a dollar-for-dollar match to the ADA funding. These matching funds are brought in by LACC through Community Development Block Grant funds, Workforce Investment Act (WIA) funds, foundation grants, and other fundraising efforts.

Corps members receive pay for work hours through a wide variety of work contracts that LACC negotiates. WIA and private funds provide support services such as eyeglasses, emergency transportation, emergency food, and emergency rent. College scholarships are available to all corps members through two programs, the Russell Kantor Scholarship Program and the AmeriCorps program. The LACC administers the Russell Kantor Scholarship Program, a privately funded scholarship programs for all corps members and students, named for the late son of LACC's founder, Mickey Kantor. Each year LACC awards \$50,000 to \$100,000 through this program. The AmeriCorps program awards another \$100,000 for postsecondary education options to completing corps members each year.

LACC does not receive funding for facilities from the state, although charter schools do have some funding options available. The City of Los Angeles owns each of the facilities that house LACC school sites and leases them to LACC for \$1 per year. The LACC has a large fleet of vehicles and provides them to the school sites for off-campus activities.

Breakdown of Funding

| Funding Source | Percent |
|---|---------|
| CA State Department of Education/ADA | 40% |
| Workforce Investment Act (WIA) funds from | 30% |
| Los AngelesCounty. No WIA money is used to | |
| pay the participants; the corps members receive | |
| payment through work contracts. WIA money | |
| primarily funds staff and materials. | |
| Foundations and fundraising | 30% |

State Policy

Definition of Alternative Education in California Education Code:

"For the purposes of this article, an alternative school is defined as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located."

—California Education Code—Section 58500

Charter School Policy

The establishment of California charter school law in 1992 contributed significantly to LACC's ability to reconnect corps members to an alternative education pathway. California was the second state in the country to enact charter legislation. According to the California Department of Education's Web site, the state had 471 charter schools operating in 2003-2004. In California, the local school board or county board of education grants most charters. Charters can be initially granted for up to five years with renewals authorized for five years. In FY 2003-2004, the number of charter schools was capped at 750 with an increase by 100 each July 1 (Ed Code 47602). Charter schools in California are either

"state-direct funded" charter schools (considered their own local education agency) or "locally (district) funded" charter schools (considered part of the local school district). The majority of charter schools currently operating are newly created or "start up" schools, while the rest are "conversion schools" or traditional schools that have closed down and reopened as charter schools.

In addition, California charter schools are designated as either "classroom-based" or "non classroom-based." Unlike classroom-based charter schools, non classroom-based charter schools do not require students to attend class at the school site under the direct supervision of a qualified teaching employee of the school for at least 80% of the required instructional time. Non classroom-based instruction can include independent study such as, home study, work-study, and distance and computer-based education. California legislation includes charter schools affiliated with Conservation Corps as "non classroom-based charter schools." Passed in 2001, California Senate Bill (SB) 740 strengthened the oversight of non classroom-based schools and allowed the State Board of Education to determine eligibility criteria in order for charter schools to receive funds for non classroom-based instruction. Funding for a non classroom-based charter school is determined using the following percentages: expenditures related to teacher salaries and benefits, instruction expenditures, and the student to teacher ratio. California is currently conducting an audit of non classroom-based schools.

—The California Department of Education website provided this information on non classroom-based instruction and SB 740 at http://www.cde.ca.gov/sp/cs/as/nclrbifund detmar04.asp. Additional information on classroom-based and non classroom-based instruction can be found in California Education Code Section 47610-47615

For the LACC campuses, SB 740 has not had a significant impact. Two of the three sites provide classroom-based instruction, and LACC already exceeded the requirements for the student to teacher ratio and the requirements regarding the percentage of funds to be spent on credentialed teachers.

California has several exemptions from state regulations for charter schools that provide instruction exclusively in

partnership with specific state and federal youth development programs, such as the California Conservation Corps. Assembly Bill 1994 limits charter schools from enrolling students living outside of the jurisdiction of the chartering authority. However, California Education Code Section 47605.1 (g) provides an exemption from geographic limitations for students enrolled in specified state and federal programs. Similarly, a provision set in Assembly Bill 544 prohibits charter schools from receiving state funds for youth over the age of 19. Designated youth development programs are exempt from this age limitation, allowing LACC sites such as the Adult Corps High School to serve older youth.

In California, state per pupil funding is calculated based on the total number of days the charter school is in session. Yet charter schools have scheduling flexibility, meaning state law does not set a requirement on the minimum number of minutes per school day that a charter school must offer. Charter schools are required to operate 175 days per fiscal year to receive a full apportionment, and funding is based on current year average daily attendance (ADA). Districts that allot ADA funds to charter schools can only retain 1% if the district provides administrative services and 3% if the district provides the charter school facility.

LACC can only collect ADA funding for 180 days of instruction per year, even though LACC students attend beyond the 180 days. LACC is looking into the possibility of picking up supplemental "intervention school" funding for instruction beyond the 180 day limit. Intervention school funding is more commonly known as summer school, but it does not necessarily have to take place during the summer. It could, theoretically be parceled out on Fridays (if those days were not already part of the 180 day allotment). Unlike ADA, however, this supplemental funding is subject to more restrictions and is not compensated to the same degree as regular ADA. This funding is sometimes viewed as a less than cost effective option due to the costs associated with managing it.

In addition to receiving ADA funds, charter schools automatically receive state-funded categorical block grants that include nearly 35 separate programs such as funding for dropout prevention programs. Traditional public schools must apply for categorical block grants in California.

School Accountability

California's Department of Education holds all public schools accountable for the state standards, state standardized tests, and the California High School Exit Exam (CAHSEE). Starting with the graduating class of 2006, all students must pass CAHSEE in order to receive a high school diploma. CAHSEE tests for math and English require a passing score of 350+ out of 450. LACC school students saw increases in the math portion of the CAHSEE, but in 2003 only 8% passed. In 2004, however, LACC raised its math passing rates to 32%. In 2003, 43% of the LACC students passed the English portion of the CAHSEE.

Currently, California does not have an alternative accountability system for alternative schools, but the state is working on developing a statewide strategy for schools serving at-risk youth populations. The state requires charter schools to follow the same state standards and testing policies as traditional public schools in addition to the goals outlined in the charter. All charter schools must undergo an annual fiscal audit and submit a School Accountability Report Card. LACC faculty members are all certified in compliance with the California's charter school law that has some allowances for non-credentialed teachers in regard to non-core, non-college preparatory courses.

Along with all of the other public schools in California, the LACC campuses are required by the state to use an Academic Performance Index (API) score to measure progress. The API score that a school receives is based on its students' Standardized Testing and Reporting System (STAR) test scores. The annual STAR test covers English, math, history, and science. Excelsior's API scores are not disaggregated for the Victorville students and the Los Angeles students. Because the scores are not separated, it is not known how the individual campuses rated. In the 2003-2004 school year, Excelsior received an API score of 562 out of 1000 which was comparable in comparison to local high schools serving similar youth populations. LACC Schools can assess student performance from individually-scored tests such as STAR tests in English, math, history, and science, and the California High School Exit exam. In 2004, LACC had 67 high school graduates who constituted 32% of the total enrollment.

References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Phil Matero, Deputy Director, LACC and Noel Trout, Principal, Excelsior Education LACC sites. In addition, representatives from the Charter Schools Division, California Department of Education provided information and resources via telephone and e-mail. NYEC appreciates these contributions. Additional references are listed below.

Web Resources

California Charter School Association: www.charterassociation.org/home.asp

California Department of Education: www.cde.ca.gov

- Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- Charter Schools Q&A Page: www.cde.ca.gov/sp/cs/re/documents/csqadoc001.doc
- Charter Schools Frequently Asked Questions www.cde.ca.gov/sp/cs/re/csqatoc.asp

California Legislative Analyst's Office's Nonpartisan Fiscal and Policy Advisor, Assessing California's Charter Schools: www.lao.ca.gov/2004/charter_schools/012004_ charter_schools.htm#basics Ed Source Online, Charter Schools Overview: www.edsource.org/edu_chart_cal.cfm

Los Angeles Conservation Corps: www.lacorps.org

Swanson, Christopher. Who Graduates in California?
Urban Institute: www.urban.org/Template.cfm? Nav
MenuID=24&template=/TaggedContent/View
Publication.cfm&PublicationID=9216

Document Resources

Breedlove, Buzz. Conservation Corps and Youthbuild Charter School Affinity Group. Panel Discussion Information and Suggested Questions. January 24, 2005.

Western Association of Schools and Colleges Report 2004. Excelsior Education Center: Los Angeles Campuses. Los Angeles, CA. 2004.

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

YouthBuild Rockford

PROGRAM/SCHOOL

YouthBuild Rockford Comprehensive Community Solutions, Inc. 917 S. Main St. Rockford, IL 61101

Phone: 815.316.0619

Contact person: Kerry Knodle, Executive Director

E-mail: kknodle@youthbuildrockford.org

www.youthbuildrockford.org

TYPE OF ALTERNATIVE EDUCATION PATHWAY

GED program; vocational training education program

Program Description

Founded in 1992, Comprehensive Community Solutions (CCS) is a non-profit organization that provides education, youth development, housing development, and neighborhood development in Rockford, Illinois. As a result of collaboration among more than 25 local agencies, CCS established its flagship program, YouthBuild Rockford, in 1995 to provide out-of-school youth ages 16-24 an opportunity to:

- Acquire skills in construction and computer technology.
- Complete a high school education by attaining a GED.
- Receive leadership training while developing affordable housing for low income and homeless individuals in the local community.

YouthBuild Rockford expanded their vocational offerings to include manufacturing, funded by the Workforce Investment Act (WIA), but had to end that program after two years in 2003 due to a loss of funding.

The YouthBuild Rockford program cycle is 10 ½ months, starting in October and ending in July. Youth attend the program Monday through Friday for 34 hours per week with program time split evenly between classroom-based academics and experiential vocational skills training in either construction or computer technology. YouthBuild participants receive extensive job skills training in their chosen trade. For example, participants in the computer technology track learn hardware and computer repair, build Web sites, and learn basic networking. In addition to earning a GED, YouthBuild Rockford participants have an opportunity to re-

ceive a Workforce Investment Board (WIB)-certified credential in either construction or computer technology. The WIB issues the credential once the participant meets the required competencies. Employer advisory committees review these credentials annually to ensure their validity in the current workplace.

The blend of academic preparation and real-world experiential job training at YouthBuild Rockford offers participants opportunities to explore career options and gain the skills necessary to succeed in construction or computer technology. All participants engage in an employability cur-

Highlights

YouthBuild Rockford seeks to establish a charter school to expand education and vocational opportunities for youth. The Rockford Board of Education has denied YouthBuild Rockford's application for charter school status twice, once in 1999 and again in 2001, which was denied on a tie vote. Since then, YouthBuild Rockford has continued to appeal the decision. In Illinois, the local school district serves as the charter granting authority. Denied applicants may appeal to the Illinois State Board of Education (ISBE). Since the enactment of the state charter school law in 1996, ISBE received 30 appeals and denied all but two. ISBE can deny applications for various reasons including incomplete applications or failure to adequately address curriculum and special education needs in their charter school proposals.

riculum that provides comprehensive training covering a range of activities from completing job applications to salary negotiations. YouthBuild Rockford also engages a variety of local employers and community partners such as local trade unions, contractors, and local businesses. These partners provide hands-on job training, job shadowing, internship, and apprenticeship training opportunities for youth. Youth-Build Rockford assists participants with job placement and follow-up support.

In addition to utilizing the community as a venue for participants to learn job skills, YouthBuild Rockford encourages its participants to become change-agents in their neighborhoods through service and leadership activities. Through projects like developing affordable housing for low income and homeless individuals, participants become more aware of issues affecting their communities and how they can respond to create solutions. Participants co-enrolled in AmeriCorps take part in service learning initiatives where youth analyze an issue in the community and develop a service project to address it.

Beyond participating in service activities, participants have many leadership opportunities. For example, participants engage in the decision-making process at YouthBuild by serving on the organization's Youth Policy Council or connect at the community-level on the Community Leadership Committee. Additionally, both vocational tracks offer opportunities for participants to assume leadership roles such as becoming a crew foreman.

YouthBuild Rockford served 52 youth during the 2004-2005 program cycle, up from its average of 40 youth annually. The waiting list at YouthBuild Rockford is over 450 for the 50-55 available slots per year. For the current program cycle to date, the average attendance is 91%. Although the program experienced considerable growth in the last three years, YouthBuild Rockford still provides a personalized learning environment for participants by maintaining a 1:15 staff to participant ratio. Participants also receive personal counseling services from case managers and counselors. Participants work with program staff in setting academic and career goals throughout their time in the program by developing an Individual Case Plan and Exit Plan. YouthBuild Rockford also currently employs two academic teachers. One teacher is state certified in special education and the other

teacher is an adult education instructor that holds a college degree but is not state certified.

YouthBuild Rockford provides a variety of supports for participants to transition into postsecondary options upon completion of the program. Staff members ensure that participants know of options such as skilled trade apprenticeships, other vocational training, community colleges, and other higher education institutions. Case managers work with participants to identify postsecondary options that are compatible with their interests and needs. Case managers also arrange field trips and interviews with postsecondary institution counselors, financial aid officers, and admission staff. In addition, YouthBuild Rockford regularly invites guest speakers from local postsecondary institutions to make presentations and meet with individual participants. Through a partnership with Rock Valley College, financial aid experts visit YouthBuild Rockford to offer technical assistance in applying for student loans and grants. About three-quarters of the YouthBuild participants are also co-enrolled as AmeriCorps members and receive an education award to use toward a postsecondary option once they complete their term of service. All YouthBuild participants are eligible for an Individual Development Account Program and can earn up to \$1,500 for accomplishing milestones. Participants can use this money to purchase cars, pay for school, buy work uniforms, etc.

YouthBuild Rockford assesses participants throughout their involvement in the program with trimester evaluations that review attendance, monitor the number of required competencies completed, and consider other related staff reviews. Participants also prepare an individual Achievement Portfolio that supplements their resume and includes evidence of specific skills gained and qualifications. In order to graduate from YouthBuild Rockford, participants must complete at least six months in the program, maintain satisfactory progress evaluations, complete all required program components, gain placement in a job or education program, and be drug free. YouthBuild Rockford has three categories of graduates that include Honors, Diploma, and Completer. These categories correspond to the percentage of program components completed and percentage of attendance attained.

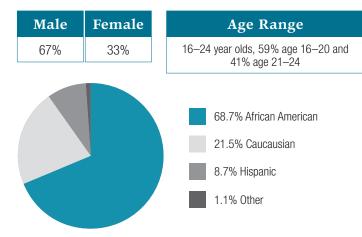
The National Youth Employment Coalition recognized Comprehensive Community Solutions as a PEPNet (Prom-

ising and Effective Practices) Awarded program in 1997 and again as a Renewal Awardee in 2002. The U.S. Department of Housing and Urban Development (HUD) presented YouthBuild Rockford with the John J. Gunther Blue Ribbon Best Practices Award in 1999. This award honors programs that show significant positive impact on those they serve; are replicable; establish partnerships with government, other nonprofits, and the private sector; and use creativity in addressing a problem. In addition, both the U.S. Departments of Education and Labor recognized YouthBuild Rockford as demonstrating exemplary practices in the teaching of workplace skills and competencies.

Youth Population Served

(Includes both enrollees and applicants, past 2 years)

2004-05 Program Cycle



During the 2004–05 program cycle the youth population at YouthBuild Rockford included:

- 100% dropouts. Participants indicated the following reasons for dropping out:
 - 15.4% lack of interest in school
 - 15% needed to work
 - 10.6% expelled
 - 8.1% incarcerated
 - 16.9% poor grades
 - 5.7% suspended
 - 9.4% pregnancy
 - 18.9% Other reasons for dropping out (unspecified)
- 46% parents

- 64.8% have been arrested
- 51.9% convicted of a crime
- 27.4 % on probation at time of application
- 7.8% on parole at time of application
- 62% qualify for free or reduced lunch in the school district
- Living arrangements for YouthBuild Rockford participants:
 - 60.5% living with a parent; 39.5% without a parent
 - 68.5% live in a house or apartment, 18% public housing, 9.7% other, 2% homeless, 1% halfway house, .3% in group home, .3% work release, and .2% in a shelter.
- 89% of enrollees have been very low income. HUD, the Illinois YouthBuild Act, and the YouthBuild Rockford Program requires that at least 75% of the participants are considered very low-income high school dropouts living in any one of the ten most economically distressed census tracts in the city.

Funding Sources

YouthBuild Rockford's primary funding comes from the U.S. Department of Housing and Urban Development (HUD). HUD's funding comprises 50.88% of its operating budget. The average cost per student, per year totals approximately \$16,660. Additional funding sources are outlined below.

| □ ADA* | ☑ Other: Corporation for |
|------------------------------|---------------------------------|
| ■ HEA funding | National and Community |
| ■ Adult literacy funds | Service (AmeriCorps), |
| ■ Perkins | U.S. Department of |
| ■ Chafee | Labor Youth Offenders |
| ☑ WIA | Re-entry Program, local |
| ■ IDEA | housing authorities, city |
| ■ TANF | housing development |
| ■ State Charter laws | funds, dedicated funding |
| ■ State funding for | from the Illinois Depart- |
| alternatives | ment of Human Services |
| ■ NCLB – (supplemental) | based on the Illinois Youth |
| ■ Juvenile justice resources | Build Act (Please see State |
| ■ Local school funds | Policy section for more |
| | information on the Act.) |

*YouthBuild Rockford is currently seeking charter school status in order to access ADA funding.



Breakdown of Funding (based on the past five years)

| Funding Source | Percent |
|--|---------|
| HUD | 50.88% |
| WIA | 13.88% |
| AmeriCorps | 13.24% |
| U.S. Department of Labor | 8.83% |
| Illinois Department of Human Services | 6.03% |
| (IL YouthBuild Act) | |
| Capacity Building Initiative (CBI)— | 3.5% |
| HUD through YBUSA | |
| Corporate grants | 1.23% |
| Other | 1.32% |
| IL Dept of Commerce and Economic Opportunity | .78% |
| State grants, other | .31% |

YouthBuild Rockford has tapped into multiple funding streams to enhance and expand the program. Over the past three years, U.S. Department of Labor's (DOL) Youth Offender Demonstration Project and WIA funds have allowed YouthBuild to increase enrollments from 28 to 60 students and add training tracks in manufacturing and computer technology. YouthBuild set a goal to serve more than 150 students over the next five years.

YouthBuild Rockford must apply on an annual basis for HUD, AmeriCorps, WIA, and DOL funding because these funds are not in dedicated streams and organizations. As a consequence, YouthBuild Rockford's leadership is constantly challenged with integrating different funding streams with various grant periods, eligibility, and outcome requirements.

State Policy

Definition of Alternative Education in Illinois Administrative Code:

"Alternative Learning Opportunities Programs shall broaden the range of academic, behavioral and social/emotional interventions that schools provide in order to increase the academic performance of students who are determined to be at risk of academic failure, as defined in Section 240.20 of this Part, so that those students can meet State standards (see 23 Ill. Adm. Code 1.Appendix D) and successfully complete their education. b) School districts may establish Alternative Learning Opportunities Programs or may contract with one

or more entities specified in Section 13B-20.10 of the School Code [105 ILCS 5/13B-20.10] to operate such programs."

—Illinois Administrative Code—Title 23, Chapter 1,
Subchapter f, Subpart A, Section 240.1

Illinois YouthBuild Act (HB 1284)

Enacted by the Illinois General Assembly in 1997, the Illinois YouthBuild Act has provided funding for YouthBuild programs through the Illinois Department of Human Services. From 1998-2004 three YouthBuild sites, including YouthBuild Rockford, benefited from this dedicated funding stream at the state level. According to the Illinois YouthBuild Coalition Action Alert for January 2005, Illinois' YouthBuild funding stands at a total of \$225,000 per year with each of the three programs receiving \$75,000 (reduced from 25% from the original amount). This state funding is not currently a direct legislative appropriation as authorized under the Illinois YouthBuild Act. Illinois is one of only seven states that distributes state funds for YouthBuild programs.

Charter School Policy

In 1996, the State of Illinois passed legislation that enabled the creation of charter schools. Charters are granted either by local boards of education or by the Illinois State Board of Education (ISBE) upon appeal. Charter schools in Illinois receive funding through the local school district if the local school district granted the charter. If ISBE granted the charter on appeal, the schools receive funding directly from ISBE and establish their own local education agency and do not have local taxing authority. Currently Illinois has a cap of 60 on the number of charter schools (30 in Chicago and 30 outside of the Chicago metropolitan area). During 2003-2004, 23 operating charter schools served 13,000 students. Once approved, charter schools negotiate per pupil funding levels with the school districts because the district grants the charter. The per pupil funding levels can range from 75% to 125% of the per capita tuition rate for the district.

Application and Appeal

YouthBuild Rockford seeks to form and operate a charter school to expand educational and vocational opportunities for youth. It seeks to raise the bar of expectations for young people and provide a pathway that leads to a high school diploma.

In 2001, Comprehensive Community Solutions (CCS) applied to the Rockford Board of Education for a charter school, and the application was denied on a tie vote. This occurred despite the fact that the Rockford School Board's Charter School Advisory Committee recommended that the District approve the CCS proposal. Per Illinois charter school law, CCS then appealed the decision to the Illinois State Board of Education (ISBE) claiming that the District cannot deny a charter school based on financial problems at the District, and that its other reasons for denial lacked merit.

Although the Board's appeal panel recommended that the ISBE approve the proposal, ISBE affirmed the School District's decision and rejected the appeal on a tie vote. The ISBE's appeal panel report stated that the District's denial of YouthBuild Rockford's proposal was without merit, because the proposal complied with the law. ISBE stated that its decision to deny the charter was based on the "grave financial problems of the Rockford School District."

YouthBuild Rockford Data and Outcomes

| Outcome | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | TOT/AVG | NAT'L AVG* |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|---------|---------------|
| Outcome | | | | | | | | | | | | - |
| Number of Applicants | 77 | 157 | 106 | 98 | 212 | 181 | 419 | 250 | 323 | 320 | 2,143 | N/A |
| Number Enrolled | 37 | 14 | 29 | 26 | 37 | 47 | 60 | 50 | 54 | 52 | 406 | N/A |
| Number Graduated | 21 | 7 | 15 | 13 | 26 | 28 | 41 | 26 | 37 | tba | 214 | N/A |
| Retention Rate | 57% | 50% | 52% | 50% | 70% | 60% | 68% | 52% | 69% | tba | 59% | 59.10% |
| Average Length of Stay (# months) | 9.8 | 8.0 | 11.4 | 10.7 | 8.0 | 7.7 | 9.2 | 9.0 | 8.6 | tba | 9.2 | 8.2 mo |
| Average Age | 20 | 19 | 18 | 19 | 20 | 19 | 20 | 21 | 19 | 19 | 19 | 19.1 |
| Housing Units Completed | 4 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 28 | N/A |
| Percent of Minority Enrollees | 76% | 57% | 69% | 86% | 92% | 85% | 87% | 83% | 74% | 71% | 78% | 74% |
| Percent Female Enrollees | 22% | 7% | 21% | 28% | 30% | 36% | 25% | 38% | 24% | 33% | 26% | 27% |
| Percent Very-Low Income | 93% | 80% | 88% | 90% | 89% | 90% | 94% | 81% | 85% | 100% | 89% | 77% |
| Percent Adjudicated Students | N/A | N/A | N/A | N/A | 38% | 67% | 53% | 66% | 35% | 56% | 53% | 29% |
| Percent of students who are parents | N/A | N/A | N/A | N/A | 59% | 46% | 70% | 36% | 33% | 46% | 48% | 28% |
| Percent High School Dropout | 81% | 100% | 100% | 99% | 92% | 95% | 97% | 96% | 98% | 100% | 96% | 84.00% |
| Average Reading Grade Level | 7.4 | 9.4 | 8.0 | 7.9 | 8.1 | 7.3 | 8.4 | 7.7 | 7.6 | 8.5 | 8.0 | 7.5 |
| Percent completers earning GED | 43% | 86% | 50% | 58% | 28% | 36% | 61% | 38% | 59% | tba | 51% | 35% |
| Percent raising test scores 2+ years | 90% | 100% | 73% | 62% | 74% | 78% | 83% | 80% | 69% | tba | 79% | N/A |
| Average Attendance Rate | 82% | 82% | 82% | 87% | 94% | 85% | 85% | 85% | 89% | tba | 86% | 82.30% |
| Percent employed/in school at graduation | 76% | 100% | 93% | 92% | 88% | 93% | 88% | 69% | 81% | tba | 87% | 81.60% |
| Percent employed 12 months after | | | | | | | | | | | | |
| graduation | 67% | 86% | 87% | 62% | 65% | 57% | 71% | 58% | tba | tba | 69% | |
| Average Wage of Initial Placement | \$7.00 | \$8.47 | \$7.71 | \$7.83 | \$7.65 | \$7.80 | \$8.21 | \$8.10 | \$7.67 | tba | \$7.83 | \$8.00 |
| Number of Comm. Service Projects | 17 | 60 | 59 | 67 | 73 | 111 | 73 | 205 | 120 | tba | 785 | |
| Number of Hours Comm. Service | 11,316 | 4,237 | 11,251 | 15,789 | 14,782 | 16,500 | 9,145 | 5,560 | 5,486 | tba | 94,066 | |
| HUD YouthBuild Grant year applicable | 1995 | 1995 | 1997 | 1997 | 1999 | 99-00 | 2000 | 2001 | 2002 | 2003 | | |

*Source: YouthBuild USA

YouthBuild then filed a lawsuit for judicial review of the ISBE's decision, arguing that ISBE's response was insufficient, and that the District's financial problems should not be the basis for denying a charter school. After the Circuit and Appellate Courts upheld ISBE's decision, CCS petitioned for leave to appeal to the Illinois Supreme Court and asked that Court to hear arguments. In 2005, CCS filed court briefs against the Rockford School District and ISBE. On May 18, 2005 the Illinois Supreme Court heard oral arguments from attorneys for YouthBuild Rockford that the denial of a charter based on financial problems at Rockford School District was inadequate. The Court should announce its decision in early Fall 2005.

The Illinois Supreme Court decision regarding Youth-Build Rockford's appeal could have implications and set a precedent surrounding the establishment of charter schools throughout the state. Potentially, if the Rockford School District's denial is overturned, there could be more flexibility and expansion in the granting of charters. Conversely, if the Supreme Court upholds the decision, the number of charters granted could be further reduced and the process could become more rigorous.

Although two groups of state and local officials support the proposal that Comprehensive Community Solutions (CCS) put forward, CCS has lost two court decisions and two tie votes at the state and local levels.

The Rockford School District operates an open enrollment alternative high school, Roosevelt Alternative High School, that serves youth ages 16-21. Roosevelt recovers dropouts and enrolls students at-risk of dropping out. The school serves an average of 500 students a year.

References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Kerry Knodle, Executive Director of Comprehensive Community Solutions, Inc. In addition, representatives from the Office of the Governor in Illinois; representatives from the Illinois State Board of Education; Jack Wuest, Executive Director of

Alternative Schools Network; Terry Moran, Director of State Policy Development, YouthBuild USA; and David Chizewer, Attorney with Goldberg, Kohn, Rosenbloom & Moritz, Ltd., provided information and resources via telephone and e-mail. NYEC appreciates these contributions. Additional references are listed below.

Web Resources

ACT, Inc. Workplace Essential Skills: Resources Related to the SCANS Competencies and Foundation Skills. Research and Evaluation Report Series 00-B. Iowa City, IA: ACT, Inc., 2000. (ERIC Document Reproduction Service No. ED 453 367) wdr.doleta.gov/opr/fulltext/00-wes.pdf

Chambers, A (2004, July 16). District 205 lobbies against charter school: Schools officials say the district cannot financially support an alternative school for dropouts. Rockford Register Star. www.rrstar.com/apps/pbcs. dll/article?AID=/20040716/NEWS0107/40716006/1013/NEWS0109

Comprehensive Community Solutions, Inc.: www.youthbuildrockford.org

Education Commission of the States, State Profile-Charter Schools (IL): mb2.ecs.org/reports/Report.aspx?id=65

Havens, Jeff. (2005, June1-7). *Illinois Supreme Court Hears Charter School Arguments*. The Rock River Times. www.rockrivertimes.com/index.pl?cmd=viewstory&cat=13 &id=10292

Illinois General Assembly, State of Illinois 90th General Assembly: HB 1284 (Illinois YouthBuild Act): www.ilga.gov/legislation/legisnet90/hbgroups/hb/900HB1284LV.html

Illinois Network of Charter Schools. www.incschools.org/index.htm

Illinois State Board of Education:

- YouthBuild Rockford Charter School Meeting Minutes (2002, May 15-16): www.isbe.state.il.us/board/meetings/may02meeting/youthbldcover.pdf
- Charter school application: www.isbe.state.il.us/ charter/pdf/charter_schools_rfp.pdf

- www.isbe.state.il.us/charter/pdf/charter_annual_05.pdf
- www.isbe.state.il.us/research/pdfs/04_taoep_ statistical_report.pdf

National Youth Employment Coalition, PEPNet Awardees: www.nyec.org

Rockford Public Schools: www.webs.rps205.com

Seibert, P. (2003, January 1). Appeal Nullification Allows School Board to Kill Top Charter. Heartland Institute. www.heartland.org/Article.cfm?artId=11294

YouthBuild 2003 Home Depot Awards: www.youthbuild. org/112003homedepot.html

YouthBuild Rockford: www.youthbuildrockford.org

Document Resources

Illinois YouthBuild Action Alert: A Proposal for Illinois' Investment in Disconnected Youth. January 2005.

Individual Resources

Chizewer, David. Attorney, Goldberg, Kohn, Rosenbloom & Moritz, Ltd. David.Chizewer@goldbergkohn.com

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

American YouthWorks Charter School

PROGRAM/SCHOOL

American YouthWorks Charter School 216 East 4th Street Austin, TX 78701

2nd campus: 1901 East Ben White Blvd. 78741 Phone: 512.236.6100/800.472.8220 Contact person: Richard Halpin, CEO/Founder

E-mail: rhalpin@americanyouthworks.org

www.americanyouthworks.org

TYPE OF ALTERNATIVE EDUCATION PATHWAY

Charter school; GED program; vocational education school; community-based alternative school

Program Description

American YouthWorks (AYW) was founded in 1981 to provide comprehensive programming for high school dropouts in Austin, Texas. Over the years, AYW has expanded its services and serves as a "one-stop empowerment center" providing youth a variety of opportunities to become educated, self-sufficient, and active citizens. AYW offers educational

programming that uses individualized learning methods to prepare students for a high school diploma, job training opportunities, life skills training, support services, health services, youth corps programs, and the GED. AYW considers its participants to be "at-promise youth" who need a creative, personalized learning environment in order to realize their potential and contribute to the community. AYW is open year-round and served a total of 1,340 young people in 2003-2004.

Through the charter school law in Texas, American YouthWorks is able to access funding to both recover dropouts and serve youth at-risk of dropping out of school. In 1996, the Texas State Board of Education awarded American YouthWorks a charter to operate an open-enrollment public charter school for grades 9-12. Texas enacted its charter school

law in 1995, and American YouthWorks Charter School was one of the first charter schools in the state. The fully

accredited charter school educates youth ages 16-21 who are considered at-risk of dropping out or who have already dropped out from the Austin Independent School District or a surrounding school district. By partnering with the local school districts, American YouthWorks Charter School reaches at-risk students by transferring them before they leave the conventional school system.

American YouthWorks Charter School awards state certified high school diplomas and operates on a typical school year schedule from August to June. During the 2004-2005 school year, 1,080 students enrolled in the charter school. AYW maintains a personalized learning environment with a teacher to student ratio of 1:18. Although Texas charter school law does not require teachers to be certified, all AYW faculty members are highly qualified and in compliance with the No Child Left Behind Act, meaning that they have a Bachelor's degree and a state teaching credential that meets designated requirements.

If a student misses more than 10% of the required days, the school will only grant credit for that semester after an internal appeal process. Because the school serves a student

population with multiple obstacles such as homelessness, criminal justice activity, pregnant or parenting, learning differences and more, the length of participation is difficult

AYW considers
its participants
to be "at-promise
youth" who
need a creative,
personalized
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contribute to the
community.

to determine. Fifty-five percent of enrolled students leave to return to traditional public school, enroll in a GED program, or obtain a job. On average, 20% of these students return to AYW at a later date.

The American YouthWorks Charter School has two campuses, one located in downtown Austin and the other in south Austin. Per state charter school law, each student must have a minimum schedule of four instructional hours per day. The school offers students a flexible schedule that allows them to spend half of the day in a classroom setting and the other half working at a job or participating in an Ameri-Corps/YouthBuild program. All of AYW's classes leading to a high school diploma include the core academic courses required by the Texas Education Agency. The charter school also offers other elective classes in horticulture, technology, health careers, building trades, leadership, and fine arts. The curriculum incorporates applied learning strategies and project-based learning. Most students are taught by an instructor in an engaging classroom setting. The instructors use the Quantum Learning teaching methodology (a teaching strategy that incorporates "brain-based learning" and hands-on learning). Under the supervision of teachers acting as facilitators, youth working towards a GED engage in a self-paced program. Additionally, GED students participate in some group work such as service learning projects and a weekly community meeting. Students in the GED program typically increase about two grade levels in nine weeks.

Highlights

The Texas State Education Agency directly funds the American YouthWorks Charter School. The school secures 100% of the state share of average daily attendance funding. Since the 1995–1996 school year, the Texas statewide education accountability system has permitted the use of an alternative set of performance measures by eligible public schools. Texas revised the Alternative Education Accountability procedures in response to the No Child Left Behind Act. These procedures provide flexibility for registered alternative education campuses by allowing accountability ratings that measure progress over time with either an absolute performance standard or an improvement standard.

American YouthWorks Charter School fosters an ethic of service and citizenship in students by integrating the classroom into the community through service learning. This problem-solving and applied learning strategy allows students to identify, address, and respond to important community issues. Students have built award-winning, affordable, and energy-efficient housing, restored miles of trails and parkland, and refurbished hundreds of computers for community members all as service learning initiatives. By engaging in their own learning process, students achieve meaningful goals and address community needs. In 1999, American YouthWorks Charter School won the Points of Light Award and was recognized as a Service Learning Leader School by the Corporation for National and Community Service, making it the first charter school in the nation to receive that recognition.

In addition to integrating service into the school curriculum, American YouthWorks students also have the option to volunteer in the community as AmeriCorps members. The charter school's flexible scheduling allows students co-enrolled in AmeriCorps and YouthBuild to perform service in the field for half of the day and attend classes the remaining half. Youth can co-enroll in one of the three AmeriCorps programs at American YouthWorks: Computer Corps, Environmental Corps, and Casa Verde Builders (CVB). Through funding from YouthBuild USA, AmeriCorps members in the Computer Corps gain computer skills, eventually become mentors, and teach computer technology at the American YouthWorks Community Technology Centers and other community-based sites such as libraries. In addition, Ameri-Corps/YouthBuild members refurbish computers and provide technology supports such as Web site design for other organizations. The Environmental Corps focuses on restoration and preservation of parks and public lands in Texas. Ameri-Corps members participate in activities such as trail building and teaching younger students about watersheds. Also focused on environmental awareness, AmeriCorps/YouthBuild members in the CVB program use "green building" techniques and build affordable energy-efficient housing units in the Austin community. AmeriCorps members serve on crews of 8-12 members. To date, CVB participants have built and sold 90 homes to low income families. There are currently 128 AmeriCorps members at American YouthWorks, which include 28 YouthBuild members. There are 32 AmeriCorps Members enrolled in the charter school. The remaining 68

are high school students, college students, or college graduates. AmeriCorps members receive a stipend and earn an education award after completing their term of service.

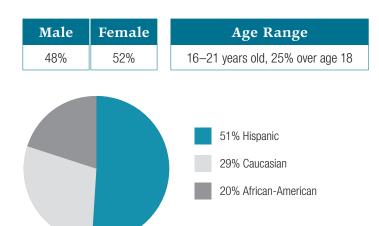
For almost ten years, American YouthWorks Charter School has partnered with the Austin Community College (ACC) to dual-enroll students in college classes to earn both high school and college credits. In addition, the YouthBuild program at American YouthWorks uses competencies that align with the vocational construction program at ACC. This articulation agreement has allowed AYW students to earn college credits at ACC.

The National Youth Employment Coalition has recognized the American YouthWorks Casa Verde Builders Program as a PEPNet (Promising and Effective Practices Network) Awarded program twice, once in 1996 and again in 2000.

Youth Population Served

School Year 2004-05

As a registered Alternative Education Campus, American YouthWorks Charter School must serve youth "at risk of dropping out of school" as defined by Texas Code 29.081 (see box below). (Please see the State Policy section for more information on Alternative Education Campuses).



American YouthWorks Charter School served 1,080 students during the 2004-2005 school year. The student population included:

- 45% economically disadvantaged
- 15% qualify for special education services
- 30% have a severe credit deficiency, making them overage for their grade level
- 20% pregnant or parenting
- 15% on probation or parole
- d) For purposes of this section, "student at risk of dropping out of school" includes each student who is under 21 years of age and who:
 - (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
 - (5) is pregnant or is a parent;
 - (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
 - (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
 - (8) is currently on parole, probation, deferred prosecution, or other conditional release;
 - (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
 - (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
 - (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
 - —This information was provided by the Texas Legislature Online Web site at: www.capitol.state.tx.us/statutes/docs/ED/content/htm/ed.002.00.000029.00.htm

Funding Sources

For American YouthWorks, much of its funding comes from sources other than the average daily attendance funding. The breakdown of funding sources is listed below. State per pupil funding provides approximately \$4,920 per student, per year. The actual cost ranges from \$10,000-\$13,000 per student, per year. Additional funding sources are listed below.

ZADA

- HEA funding
- Adult literacy funds
- Perkins
- Chafee

WIA

☑ IDEA (started in FY 05)

- **■** TANF
- State Charter laws
- State funding for alternatives

✓ NCLB—(supplemental)

- Juvenile justice resources
- Local school funds

Other: The majority of funding sources in this category are from city and county contracts (fee for service). This category also includes HUD YouthBuild, Corporation for National and Community Service (AmeriCorps), Wagner/ Peyser, foundations, corporations, Federal Title Funding from the Department of Labor

(Titles 1,2,4, and 5).

Funding Breakdown

| Funding Source | Amount | Percent |
|-----------------------|--------------|---------|
| ADA | \$ 2,415,278 | 37% |
| WIA | 294,597 | 4% |
| IDEA | Note (a) | 0% |
| Other | 3,829,370 | 58% |
| Gates Foundation | 58,000 | 1% |
| In-Kind Contributions | 9,000 | 0% |
| | \$ 6,606,245 | 100% |

Note (a)—IDEA did not start until FY '05.

American YouthWorks is in the first year of a three-year grant with YouthBuild USA and the Bill & Melinda Gates Foundation that provides \$115 per student, per year to support students in YouthBuild schools.

State Policy

Definition of "Disciplinary Alternative Education Programs" in Texas Education Code:

- "§ 37.008. Disciplinary Alternative Education Programs
- (a) Each school district shall provide a disciplinary alternative education program that:
- (1) is provided in a setting other than a student's regular classroom;
 - (2) is located on or off of a regular school campus;
- (3) provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;
- (4) focuses on English language arts, mathematics, science, history, and self-discipline;
- (5) provides for students' educational and behavioral needs; and
 - (6) provides supervision and counseling.
- (b) A disciplinary alternative education program may provide for a student's transfer to:
 - (1) a different campus;
 - (2) a school-community guidance center; or
 - (3) a community-based alternative school."
 - —Texas Education Code—Subtitle G, Chapter 37, Section 008 (a) and (b)

American YouthWorks is exempt from following Chapter 37 of the Texas Education Code (shown above). American YouthWorks is not a Disciplinary Alternative Education Program. American YouthWorks is an open enrollment charter school and a designated Alternative Education Campus serving students at risk of dropping out of school as described in the Youth Population Served section of the profile.

Charter School Policy

Texas has two main types of charter schools: locally-approved charter schools (district charters) and open-enrollment charter schools. Local school boards authorize the district charter schools and consider them part of their local education agency (LEA). District charter schools receive funding directly from the local school district.

The Texas State Board of Education authorizes openenrollment charter schools and considers the schools their own LEA. These charter schools receive per pupil funding

directly from the state. According to the Texas Resource Center for Charter Schools' Web site, Texas currently has 190 operational open-enrollment charter schools and 35 locally-approved charters for a total of 225 charters serving more than 73,000 students. The state has capped open-enrollment charter schools at 215, but allows local school boards to authorize an unlimited number of district-approved charters.

The Texas State Board of Education granted American YouthWorks its status as an open-enrollment charter school in 1996. The Board makes the final decisions on granting a charter, and an appeals process does not exist. State statute does not define the term (or length) of an open-enrollment charter. Typically, charters are initially granted for five years and then renewed for ten. Under Texas state law, the following entities can open a charter school:

- Existing public or private schools
- Parents
- Teachers
- Public or private institutions of higher education
- Non-profit organizations
- Governmental entities

As with all open-enrollment charter schools in Texas, American YouthWorks Charter School does not receive funds from local tax revenue, does not receive funding for transportation, and cannot access state or local facilities allotments. In addition, the state does not provide start-up or planning grants for charter schools. American YouthWorks leases their facilities from Austin Charter Schools Inc., a 501 C (2) not-for-profit real estate holding company. The company covers maintenance and improvements of the facilities.

The Texas State Education Agency directly funds the American YouthWorks Charter School. The school can secure 100% of the per student state share of average daily attendance (ADA) funding, which totals approximately \$4,920 per student. Charter schools must submit rigorous financial reports and participate in all public school reporting systems. Although the Texas Education Code does not specifically state a 180-day rule for open-enrollment charter schools, charter schools typically use a 180-day calendar in order to receive the full per pupil funding allotment. Students must attend a minimum of four hours of instruction time per day

in order to count the attendance as a full day. School personnel take a daily count and submit enrollment numbers to the state every month. American YouthWorks Charter School receives projected ADA funding for students. American YouthWorks is awarded funding quarterly by the state.

State Accountability and No Child Left Behind

Texas holds public schools accountable to both the federal No Child Left Behind (NCLB) Act and the state education accountability system. Under this system each public school in Texas receives two ratings each year. For NCLB standards, schools are either *Academically acceptable and meet Adequate Yearly Progress (AYP) or Academically unacceptable and do not meet AYP.* The federal AYP is based on:

- Performance on the Texas state assessment test, Texas Assessment of Knowledge and Skills (TAKS)
- Graduation rates
- Attendance rates

Currently the American YouthWorks Charter School is meeting AYP.

The Texas state accountability system is based on:

- Performance on the TAKS (students with disabilities use an alternative test)
- Dropout rates
- Completion rates (the completion rate is based on the cohort that begins in ninth grade and graduates within four years)

The TAKS achievement for a school is based on a single performance indicator. High school students take the reading and math TAKS in ninth grade. In 10th and 11th grades, students take the English language arts, social studies, and math TAKS. Students must pass all of the tests in order to graduate and must retake them until they pass. American YouthWorks offers the TAKS test four times a year.

Texas recently released the revised Alternative Education Accountability (AEA) procedures in response to NCLB. Under the Texas state accountability system, American YouthWorks Charter School is registered as an alternative education campus (AEC), meaning the state evaluates the school under AEA procedures. These procedures allow AECs to receive accountability ratings based on performance standards and indicators for non-traditional learners.

These standards differ from those used for mainstream K-12 campuses. The state will rate AECs either as AEA: Academically Acceptable, AEA: Academically Unacceptable, or AEA: Not Rated-Other. AECs can meet the standard for being Acceptable by meeting either an absolute performance standard or an improvement standard.

American YouthWorks has requested that the state allow the school to test incoming students using a standardized test such as the Test of Adult Basic Education in order to develop a baseline. In this way, American YouthWorks can demonstrate student progress based on academic levels at the time of enrollment. The current method for determining a baseline is based on the student's TAKS test score from the previous year. If the student did not take the test, then an AEC has no baseline for measuring progress. This situation is problematic for dropout recovery programs such as American YouthWorks because students who have been out of school for several years will not have a TAKS test score.

American YouthWorks partners with 12 central Texas school districts to receive transfer students who are at-risk of dropping out of school. Because of the performance requirements under NCLB, traditional schools have an incentive to transfer the students who are behind to American Youth-Works. Conversely, the performance standards under NCLB create a disincentive for schools to recover dropouts.

List of References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Richard Halpin, CEO and Founder of American YouthWorks; Dr. Carole Lewis, School Officer, American YouthWorks; and Lane Roos, Chief of Operations, American YouthWorks. In addition, the Division of Performance Reporting at the Texas Education Agency provided Alternative Education Accountability (AEA) information and resources via telephone and e-mail. The Division of Charter Schools at the Texas Education Agency also provided resources and information regarding charter school policy in Texas. NYEC appreciates these contributions. Additional resources are listed below.

Web Resources

American YouthWorks: www.americanyouthworks.org

Texas Education Agency: www.tea.state.tx.us

- 2005 Accountability Manual. June 2005. www.tea.state. tx.us/perfreport/account/2005/manual/index.html
- Alternative Education Accountability www.tea.state.tx.us/aea
- Texas State Compensatory Education Guidelines. www.tea.state.tx.us/school.finance/audit/resguide12/ comped/

Texas Resource Center for Charter Schools: www.charterstexas.org

Document Resources

American Youth Policy Forum. *Building and Strengthening Linkages between Traditional and Nontraditional Education Systems in Austin, TX*. December 3-5, 2002 Field Trip.

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

Center of Excellence Charter High School

PROGRAM/SCHOOL

Center of Excellence Charter High School Arizona Call-A-Teen Youth Resources, Inc. (ACYR) 649 N. Sixth Avenue Phoenix. AZ 85003

Phoenix, AZ 85003 Phone: 602.252.6721

Contact person: Pam Smith, Executive Director

E-mail: pams@azcallateen.k12.az.us

www.azcallateen.k12.az.us

TYPE OF ALTERNATIVE EDUCATION PATHWAY

Charter school

The Center of

Excellence has

a flexible school

structure designed

to meet the needs

of the youth that

it serves.

Program Description

Arizona Call-A-Teen Youth Resources, Inc. (ACYR) is a private non-profit that has engaged in workforce development since 1976. ACYR created the Center of Excellence Charter High School in 1995 as one of the first ten charter schools established in Arizona after the 1994 enactment of the state's charter school law. The State Board of Education approved

ACYR's charter and designated the Center of Excellence Charter High School a local education agency. In addition, the Arizona Department of Education recognizes the high school as an "Alternative High School." The Center is accredited by the North Central Association (NCA) of Colleges and Schools. The National Youth Employment Coalition recognized Arizona Call-A-Teen as a PEPNet (Promising and Effective Practices Network) Awarded program in 1996.

The Center of Excellence Charter High
School has open enrollment in Maricopa County and serves
youth ages 14-21. Currently 150 students attend, and the
teacher to student ratio is 1:15. The average participant stay
at the school is one and a half years. The Center has a de facto
waiting list that coincides with the nine-week grading period.
Students can enroll through the first two weeks of each grading period. If the students do not enroll during the two-week
window, they must wait from one to eight weeks to start
based on when they complete an enrollment application.
The Center averages about 25 students on the waiting list.

The Center of Excellence has a flexible school structure designed to meet the needs of the youth that it serves. Block scheduling and options for day or evening classes allow students to develop their own academic plan. An academic program without grades enables students to test out of classes based on proficiency exams that are aligned with state standards. Students also receive school credit for work and

volunteer hours. The option for creating a compressed schedule makes graduation possible in three years. In order to graduate and receive a high school diploma, students must meet state academic standards. Starting with the class of 2006, students must pass the high stakes Arizona Instrument for Measuring Standards (AIMS) test in order to graduate. Currently students have five chances to pass the AIMS test starting in their sophomore year.

The Center of Excellence Charter School collaborates with a variety of community partners in order to enhance academic options

for its students. The Center offers students dual enrollment options through an informal relationship with the local community colleges. Students can attend the community college during the normal class day or evenings. Through relationships with local business, the school maintains school-towork programs that offer youth internships and afterschool work opportunities. Students can also participate in extracurricular activities and electives.

Youth Population Served

Female

School Year 2003-04

Male

Percentages reflect a five-year average through the end of June 30, 2004.

Age Range

| 49.7% | 50.3% | 14–2 | 1 years old, 67.5% age 14–18, 32.5% age 18–21 |
|-------|-------|------|---|
| | | | |
| | | | 74.8% Latino |
| | | | 13.3% African-American |
| | 1 | | 7.7% Caucasian |
| | | | 2.2% Native American |
| | | | 1.5% Other |
| | | | 0.5% Asian |

- 80% former dropouts
- 9% expelled
- 95% erratic attendance or habitually truant (upon entry)
- 40% severe discipline problem (upon entry)
- 95% older youth needing to recover credits
- 9% parents or pregnant
- 10.5% adjudicated delinquents, youth offenders, or court involved
- 14% previously court involved
- 92% qualify for free or reduced lunch
- 7% youth with disabilities
- 7% special education

Highlights

Arizona has a very strong charter school movement with nearly 500 charter schools in the state. In addition, charter school operators have a voice at the state level through a State Board for Charter Schools and representation on the Arizona State Board of Education. Arizona's school accountability system, AZ LEARNS, provides some flexibility for the development of Achievement Profiles for designated "alternative" schools. Under this system, schools do not fail if they can demonstrate substantial growth.

Funding Sources

The Center of Excellence's primary source of funding comes from the state share of average daily attendance (ADA) funds. This ADA funding makes up 74% of its current budget.

The Center accesses all of the ADA funding from the state at approximately \$5,500 per student, per year. The actual cost per student, per year totals about \$10,000. Additional funding sources are listed below.



Breakdown of Funding

| Funding Source | Percent |
|-----------------------------|---------|
| ADA | 74% |
| Title I | 6% |
| Title IIA | 1% |
| Title IID, IV, V | <1% |
| State Chemical Abuse grant | <1% |
| IDEA | 2% |
| E-Rate/related | 10% |
| Proposition 301 * | 5% |
| Instructional Improvement** | 1% |
| | |

- * Monies set-aside for schools from state land proceeds.
- ** Formula money distributed to each district from Indian gaming profits.

In addition to the funding sources listed above, the Center of Excellence also benefits from three major sources of in-kind contributions:

 Community college: The Center has an excellent relationship with the local community college, Rio Solado College. College students working towards their teach-

ing certificate serve as interns and help tutor the high school students. This in-kind contribution is estimated at \$60,000 per year.

- State contribution program: A workplace contribution program in Arizona allows individuals to donate up to \$200 to a school and receive a state tax break. This funding supports enhancement activities at the school that include character education, sports, and music programs for students.
- Local non-profit group: A technology non-profit group called the Non-Profit Technology Enterprise Network helps the Center receive reduced prices on software and hardware programs.

These funding sources and in-kind contributions support the Center of Excellence Charter High School, a division of Arizona Call-A-Teen Youth Resources (ACYR). As the parent organization, ACYR also leverages its broader funding from sources such as the Workforce Investment Act (WIA) and adult education funds to provide a menu of options for its students.

State Policy

Definition of Alternative Education in Arizona Revised Statutes

Arizona defines alternative education as "The modification of the school course of study and adoption of teaching methods, materials, and techniques to provide educationally for those pupils in grades six through twelve who are unable to profit from the regular school course of study and environment"

—Arizona Revised Statutes, Title 15, Chapter 7, Article 7, Section 15-796). The Arizona Revised Statutes have been updated with the 46th Legislature, 2nd regular session information, and contain this version of the statutes effective January 1, 2005.

School Accountability: AZ LEARNS

In 2001, Arizona voters approved Proposition 301 that provided funds to the Arizona Department of Education (ADE) to develop a system of school accountability. Also in 2001, Congress enacted the No Child Left Behind (NCLB) Act. As a result, ADE developed an education accountability system that complied with both state and federal requirements. In 2002, the Arizona Legislature passed A.R.S. §15-241 (ARIZONA LEARNS). Leading Education in Arizona Through the Reporting and Notification System (AZ LEARNS) man-

dates the use of annual Achievement Profiles and determines a school's classification as *excelling*, *improving*, *maintaining*, *under-performing*, *or failing to meet academic standards*. ADE uses baseline Achievement Profiles to establish a standard measure of acceptable academic progress for each school.

ADE evaluates secondary schools based on the following indicators:

- Student performance on Arizona's state mandated assessment AIMS (Arizona's Instrument to Measure Standards)
- Graduation rates
- Attendance rates
- Dropout rates
- Adequate Yearly Progress (AYP)

In August 2004, the Arizona Department of Education (ADE) approved an alternate method for calculating an Achievement Profile for alternative schools. ADE developed a single rubric to evaluate all alternative schools. In 2004, schools with a mission of serving at-risk youth were able to petition the ADE for an "alternative school" designation. Schools with this designation are allowed some flexibility and permitted to use an alternative method for developing an Achievement Profile. Standards are based on the measure of academic progress and under AZ LEARNS schools do not fail if they have made substantial growth. According to ADE's Proposed Rubric for Evaluating Alternative Schools Under AZ LEARNS, alternative schools are labeled as performing and underperforming only. If the school is underperforming, the state will send in a team to assist the school with a school improvement plan.

ADE measures Adequate Yearly Progress (AYP) for secondary school students using the AIMS and Stanford 9 assessments for subgroups of 30 students. Due to the small school population at the Center of Excellence, the category of Latino is the only subgroup measured for AYP. Graduation rates are another indicator that is difficult for the Center to measure because ADE requires the Center to calculate the rate based on the standard expectation of four years. Since most of the students are over-aged and under-credited, the cohort of most of the graduating classes has long since graduated. Still, the Center of Excellence Charter School shows progress. Graduation rates at the Center are up to 33.3% in 2004 from 19% in 2003. Currently the Center's dropout rate is 19%, compared to 58.3% from last year.

Although charter school teachers in Arizona are not required to be certified, the Center of Excellence is meeting NCLB's "highly qualified teacher" measure because all members of the faculty are certified.

Charter School Policy

The State of Arizona passed charter school legislation in 1994. Currently, the state has almost 500 charter schools. The State Board for Charter Schools, the State Board of Education, and local school boards grant the charters. The contract term for a charter school is 15 years with a review every five years. The state considers most charter schools local education agencies and holds the schools accountable to state standards and assessments.

Each year the state requires the Center of Excellence to modify its five-year plan with new goals. In addition, all charter schools must prepare an annual school report card for the Arizona Department of Education and the general public. All charter schools must also participate in an annual audit.

Arizona charter schools have access to various support systems and networks. The Charter School Board, the Charter School Association, and the Arizona Department of Education provide resources and support. In November 2004, the passage of Proposition 105 expanded the composition of the Arizona State Board of Education to include one charter school operator.

The state funds charter schools based on student attendance. As a result, stable funding rests on stable enrollment. The Center compiles student enrollment daily and submits numbers to the state bi-weekly. The school has an online system for calculating enrollment that is compatible with the state's system. This system compatibility simplifies the student tracking process; it also resolved an issue of home districts claiming average daily attendance from students still on their rolls. All Arizona public schools provide a snapshot of cumulative attendance based on a student count on the 40th day and 100th day of the school year. These counts are conducted to determine state per pupil funding. The attendance rate at the Center of Excellence is 87% based on the validated 40th day average daily attendance student count in 2004-2005.

List of References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Pam Smith, Executive Director for Arizona Call-a-Teen Youth Resources. In addition, Byron Garrett, Policy Advisor for the Governor's Office for Faith-Based and Community Initiatives in Arizona and representatives from the Arizona Department of Education provided information and resources via telephone and e-mail. NYEC appreciates these contributions. Additional resources are listed below.

Web Resources

Arizona Call-a-Teen Youth Resources, Inc.: www.azcallateen.k12.az.us

Arizona Charter Schools Association: www.azcharters.org Arizona Department of Education Web site:

www.ade.state.az.us

- Proposed Rubric for Evaluating Alternative Schools Under AZ LEARNS: www.ade.state.az.us/azlearns/ Rubric_for_Evaluating_Alt_Schools_04.pdf
- Frequently Asked Questions and Answers About Arizona LEARNS: www.ade.state.az.us/azlearns/ PuttingPieces/12faqAZLEARNS.doc
- Arizona LEARNS Revised Statutes 15-241: www.ade.state.az.us/azlearns/PuttingPieces/ 17AZLEARNSAccountability.doc
- A Brief History of Arizona LEARNS: www.ade.state. az.us/azlearns/AZ_LEARNS_History.pdf

Center of Excellence Charter School State Report Card 2003-2004: www.ade.az.gov/srcs/ReportCards/ 55202004.pdf

Education Commission of the States: www.ecs.org

• State Profiles—Charter Schools (AZ): mb2.ecs.org/ reports/Report.aspx?id=65

Document Resources

Arizona Call-A-Teen Center of Excellence Charter High School 2003-2004 Parent/Student Handbook

Arizona State Board of Education. Proposed Rubric for Evaluating Alternative Schools Under AZ Learns. Information Packet August 3, 2003.

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

Improved Solutions for Urban Systems

PROGRAM/SCHOOL

Improved Solutions for Urban Systems (ISUS) 140 North Keowee Street Dayton, OH 45402 Phone: 937.223.2323

Contact person: Ann Higdon, President

E-mail: ahigdon@isusinc.com

www.isusinc.com

Program Description

Established in 1992 as a non-profit organization, Improved Solutions for Urban Systems (ISUS) rebuilds urban neigh-

borhoods by developing affordable housing and helping out-of-school youth learn construction trades through hands-on training. ISUS received a charter in 1999 from the Ohio State Board of Education to open the ISUS Trade and Technology Prep Community School. Today, ISUS operates three community schools (or charter schools as they are called in other states) and will add two more in 2006.

intervention. The ISUS community schools prepare youth for occupations in high demand industries by aligning academic curriculum with industry standards and providing opportunities for hands-on training in the field. The schools respond to local community needs and labor market demands by blending education and employment opportunities for students. In regard to serving courtinvolved youth, ISUS strives to make youth employable as a means of prevention and intervention. ISUS schools serve over 350 youth ages 16-22 each year. The ISUS schools have open enrollment for the entire state. Two-thirds of the ISUS students live in Dayton, and one-third come from Montgomery County, Ohio.

In addition to working towards a high school diploma, ISUS students can earn an industry recognized credential in a variety of career fields, such as the National Center for Construction Education and Research (NCCER) credential, A+ certification, and college credits. Through a

TYPE OF ALTERNATIVE EDUCATION **PATHWAY**

Community schools (charter schools)

five-year partnership with Sinclair Community College, ISUS students jointly enrolled in the college's Engineer and Technology Division. ISUS covered tuition costs. Growing

> student enrollment and the development of more schools made it financially impossible to sustain this successful partnership with Sinclair. Nevertheless, ISUS schools follow the High School Plus model ("plus" means collegelevel technical training in the student's chosen career) through a variety of relationships with colleges and industry.

Each of the three ISUS community schools focuses on a different career track and engages partners in a related field to train students, enhance the curriculum, and assist with

job placement. Through these partnerships, the schools respond to industry demands and graduate youth with the skills necessary to succeed in the workforce. The ISUS schools address the following industry areas:

Highlights

ISUS strives

to make youth

employable

as a means of

prevention and

ISUS receives average daily attendance (ADA) funds from the Ohio Department of Education. ADA money provides approximately 44% of the school's total funding. Additionally, ISUS is able to access city and county funding through projects such as building affordable housing. ISUS maintains strong relationships with local employers and offers students opportunities to engage in real-world employment experience while enrolled in school.

- **Construction:** At the construction school, youth work toward the NCCER certification.
- Healthcare: Through a partnership with the Kettering College of Medical Arts, local hospitals pay tuition for students to work towards a Nurse's Assistant or Licensed Practical Nurse credential.
- Computer and manufacturing technologies: Students in the computer program are trained in software and hardware repair while working toward A+ certification. The manufacturing program trains students for the automated manufacturing industry.

ISUS has received numerous awards such as the "Best of Living Award" by the U.S. Department of Housing and Urban Development (HUD), National Association of Home Builders, and Professional Builder Magazine. The organization was also the recipient of a Dayton Business Journal Not For Profit Business of the Year award.

ISUS students experience a personalized atmosphere with a 1:15 teacher to student ratio. ISUS staff and students participate in "family meetings" twice a day to discuss issues and celebrate achievements. ISUS schools have an extended school day and school year. The schools start with a small student enrollment with a maximum of 250 students. Currently, the construction school enrolls about 250 students; the technology/manufacturing school enrolls about 80 students; and the health care school enrolls about 60 students. ISUS schools have a waiting list of six applicants for each available slot. When slots open up, the schools use a lottery to enroll students. The state of Ohio requires a lottery for schools with waiting lists.

In addition to employing certified teachers, ISUS favors hiring instructors from industries, such as journeymen and craftsmen, to teach students. ISUS currently employs 14 instructors from industry and supports them in completing coursework at a local university for vocational certification. Federal Carl D. Perkins Vocational and Technical Education funding requires educators to have vocational certification. Ohio law requires community school instructors to hold appropriate Ohio certification. Non-certified ISUS instructors can receive temporary certification at Wright State University in Dayton, Ohio. ISUS pays for the certification at approximately \$8,000 per teacher.

The ISUS curriculum is competency-based. Typically students move through the curriculum at 2.2 grades per year. About one-third of the curriculum is academic; one-third is technical training; and one-third is hands-on field work. In order to graduate and receive a high school diploma, ISUS students must:

- Pass all five Ohio Proficiency Exams
- Complete all certification course work
- Pass all core academic subjects
- Achieve a four (out of six) on the WorkKeys career readiness assessment
- Maintain at least a 90% attendance rate during their final year

—The Jobs for the Future Web site provided this information on graduation requirements at: www.jff.org/jff/PDFDocuments/ProfilesPPP-Doleta.pdf.

Youth Population Served

School Year 2003-04

| Male | Female | Age Range |
|------|--------|--|
| 76% | 24% | 16–22 years old, 56% age 16–18, 44% age 18–22 |
| | | 65% African-American 35% Appalachian |

- 100% dropouts
- 10% expelled
- 97% erratic attendance or habitually truant (upon entry)
- 57% severe discipline problem (upon entry)
- 92% severely credit deficient; not meeting or exceeding state benchmarks or standards; behind their age group in basic skills
- 9% parents or pregnant



- 81% adjudicated delinquents, youth offenders or courtinvolved
- 63% qualify for free or reduced lunch
- 3% foster youth
- 20% youth with learning or physical disabilities

Funding Sources

ISUS schools rely primarily on average daily attendance (ADA) funding for their operations. The schools received \$5,169 per student from the state of Ohio in 2005 ADA funding. The estimated actual cost per student each year is \$16,000 (this amount includes stipends for students). Additional funding sources are listed below.

| ■ HEA funding | ☑ Juvenile justice resources |
|-----------------------------|-------------------------------------|
| ■ State funding for | ☑ TANF |
| alternatives | ☑ Other: AmeriCorps, |
| ■ Chafee | Youthbuild HUD, private |
| ☑ IDEA | sources (benefactors and |
| ✓ State Charter laws | local foundations), fund- |
| ✓ Perkins | ing from the city, county, |
| ■ WIA | and State Department |
| ■ Local school funds | of Development for the |
| ■ Adult literacy funds | construction of affordable |
| ✓ NCLB (Titles 1-6) | housing |
| | |

Breakdown of Funding

| Funding Source | Percent |
|-------------------------------|---------|
| ADA | 44% |
| Perkins Funds | 16% |
| Private sources (foundations, | |
| corporations, individuals) | 20% |
| NCLB Titles 1-6 | 5% |
| IDEA | 2% |
| Other government funding | 13% |

ISUS founders launched the organization with a \$100,000 loan. In the third year, the Rotary Club of Dayton became a major benefactor. Currently, ISUS receives two-thirds of its funding through the Ohio Department of Education (ADA, Perkins, IDEA, and NCLB Titles 1-6). The remaining one-third comes from private resources and other

government funding. ISUS accesses Temporary Assistance for Needy Families (TANF) funds for job training. ISUS also received Workforce Investment Act (WIA) funding from the city of Cincinnati for two years.

As a community-based organization (CBO), ISUS also secures funds through fundraising efforts and employs staff members who focus on financial resource development. ISUS draws from a variety of funding sources by "defining themselves through others' terms" and finding ways that they can be useful to partners in the community. Through this approach, ISUS has tapped into diverse funding sources by determining where students can meet a need in the community. For example, ISUS has the capability to rebuild communities through construction. Students manufacture materials such as wall panels for new home construction. As a result, ISUS has access to affordable housing funds from the city and county.

In strategic planning sessions, ISUS decided that they need to prioritize revenue sources and be proactive to achieve their mission. ISUS determined the following as more stable sources of funding:

- State per pupil funding serves as base funding (money that follows the student)
- State, county, or city funding for a product or affordable housing (money that follows the unit)
- Multi-year funding
- Earned income (students build materials/products for builders, crews, etc.)
- Competitive proposals

State Policy

Definition of Alternative Education in the Ohio Administrative Code:

- "b) For purposes of paragraph (K) of this rule, the interim alternative educational setting must
- i) Be selected to enable the child to continue progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current Individualized Education Program (IEP), that will enable the child to meet the goals set out in the IEP; and

ii) Include services and modifications to address disciplinary proceedings involving drugs, weapons or dangerous behavior that are designed to prevent the behavior from recurring"

—Ohio Administrative Code—3301-51-05 (K)(1)(b)

Community (Charter) School Policy

In 1997, Ohio passed a law that permitted all or part of a public school to be converted to a community school. Since then, there have been many changes in the state legislation that have enabled the growth of the two types of community schools in Ohio: conversion schools and new-start up schools. Local school boards can sponsor conversion community schools in any district. Start-up community schools are limited to designated urban and "challenged school districts" (labeled as *Academic Emergency* or *Academic Watch*). Only school districts, state universities, qualified non-profits, and the governing board of any educational service center can sponsor a start-up community school.

Community schools in Ohio were first developed with the intent to better serve the needs of at-risk youth. Today, approximately 250 community schools operate in Ohio; the majority of schools are in communities with low graduation rates. The cap on start-up community schools expired on July 1, 2005. Although community schools have open enrollment, schools also have the option to identify the student population they intend to serve in their charter. Community schools serve either an at-risk or general student population.

A community school is designated as its own local education agency and has a contract with a sponsoring entity. The sponsor and the governing authority of the proposed school negotiate the contract without any prescribed limits from the state. Although community schools receive per-pupil funding from the state, they cannot levy taxes, access local funding, or receive local tax funds. Over the past three years, additional funding sources have become available for community schools in Ohio. Community schools can receive all Title I funding in addition to other federal funding. Regardless of the community school sponsor, the local school district is responsible for student transportation. One of the most significant financial obstacles that community schools in Ohio face is that the charter school law does not provide the schools with funding for facilities.

School Accountability and No Child Left Behind

Ohio holds community schools accountable to the same standards as traditional K-12 schools. Community schools participate in the Ohio Proficiency Test Program, and the school contract defines additional measures of accountability. In 2004, ISUS students increased 20 points on the Ohio Proficiency Test. Community schools receive a local report card after two years of operation. In addition, there are some allowances for non-certified faculty to teach in community schools.

The No Child Left Behind Act provides flexibility that enables ISUS to measure progress and show advancement based on re-entry categories within the law. ISUS assesses where a student is upon entry and then shows progress at the end of the year. ISUS recognizes the need for data, and hired a data manager to collect information and generate reports. About one-third of ISUS students earn high school diplomas.

Community schools in Ohio receive funding based on attendance while traditional public schools receive funding based on a yearly count in October. ISUS submits student attendance to the state daily, and currently the schools have an 84% attendance rate.

List of References

The National Youth Employment Coalition (NYEC) gathered much of the information for this profile through several telephone interviews and correspondence with Ann Higdon, Executive Director of Improved Solutions for Urban Systems (ISUS). In addition, Gaylen Blackwell and other representatives from the Ohio Department of Education provided information and resources via telephone and e-mail. NYEC appreciates these contributions. Additional references are listed below.

Web Resources

Abdulezer, S. (2001, April). Ann Higdon's wonderful life. *Converge*. www.centerdigitaled.com/converge/?pg=magstory&id=4167

Education Commission of the States. *State Profiles-Charter Schools (Ohio)*: www.mb2.ecs.org/reports/Report.aspx?id=65

ISUS Construction Training Program Description: www.cew.wisc.edu/charterSchools/ISUSpractice.asp

Jobs for the Future: www.jff.org

- Profiles of Partnerships, Programs, and Practices to Illustrate the U.S. Employment and Training Administration's New Vision for Youth Services. October 2004.
 www.jff.org/jff/PDFDocuments/ProfilesPPPDoleta.pdf
- From the Prison Track to the College Track: Pathways to Postsecondary Success for Out-of-School Youth. April 2004. www.jff.org/jff/PDFDocuments/prisontrack.pdf

Ohio Charter Schools Association: www.ohiocharterschools.

 Frequently Asked Questions: www.ohiocharterschools. org/aboutus/faq.aspx

Ohio Department of Education's Office of Community Schools: www.ode.state.oh.us/community_schools

 Community Schools in Ohio brochure: www.ode.state. oh.us/community_schools/Documents/pdf_docs/CommSchBro04-052.pdf Office of Community Schools, Frequently Asked Questions: www.ode.state.oh.us/community_schools/faqs/gen_questions/default.asp

Pierce, Jason. *Improved Solutions for Urban Systems: Building a Better Future Through Hands-on Training.* Philanthropy Roundtable. November-December 2001: www. philanthropyroundtable.org/magazines/2001/november/holiday03

Document Resources

Bottomley, Jill. YouthBuild ISUS' Local Presence and Reputation Boosts Recruitment Numbers. YouthBuild Innovations. Issue 5.

City of Dayton Department of Public Affairs (2003, January 27). ISUS Housing Efforts Earn National Recognition. Press release.

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

Open Meadow Alternative Schools

PROGRAM/SCHOOL

Open Meadow Alternative Schools 7621 N. Wabash Portland, OR 97217 Phone: 503-978-1935

Contact person: Carole Smith, Executive Director

E-mail: carole@openmeadow.org

www.openmeadow.org

Program Description

Established in 1971, Open Meadow is a private non-profit that serves youth between the ages of 10-21 who have dropped out or are at-risk of dropping out of Portland Public Schools. Open Meadow operates two schools and four transition programs: Open Meadow Middle School, Open Meadow High School, CRUE (Corps Restoring the Urban Environment), YO! (Youth Opportunity), STEP UP, and Corporate Connections. During the 2003-2004 school year, Open Meadow enrolled 563 students in all of its programs.

All of the Open Meadow programs seek to reengage youth in education by providing a personalized environment where students direct their learning and become active members of their community. Open Meadow students develop relationships with adults and their peers through daily advisory sessions where they meet with their advocate (teacher) and a peer support group. The individual sessions with advocates allow students the time to take responsibility for their education by developing an academic plan and exploring transition options. One advocate and 12 students make up an Advocate Group. Open Meadow maintains a class size of 12 and has a 1:8 staff to student ratio. Approximately 75% of faculty members are certified teachers.

Open Meadow students become engaged learners and problem-solvers in their community through project-based learning activities and community service. Open Meadow enhances its academic programs through a variety of partnerships and collaborations in the Portland community. In 2004, Open Meadow Middle School served 90 youth in grades

TYPE OF ALTERNATIVE EDUCATION **PATHWAY**

Community-Based Alternative School

6-8, and Open Meadow High School served 156 youth in grades 9-12. Students at Open Meadow High School earn credits toward a high school diploma and an Oregon State Department of Education's Certificate of Initial Mastery and Certificate of Advanced Mastery. New admissions take place every six weeks, and the average length of participation is two and a half years.

Open Meadow Transition Programs provide students with a variety of services that range from academic assistance to job readiness. In 2004, the CRUE program enrolled 51 students ages 16-21 in one of three crews: technology, natural resources, and social services. All of the crews engage in field-based learning and community service projects. Open Meadow YO! (Youth Opportunity) provided 86 youth ages 14-24 living in the Portland Enterprise Zone with youth development, education, and employment readiness services. Through the STEP UP program, Open Meadow provides year-round supplemental educational services and leadership

Highlights

Oregon enacted legislation that allows a portion of state per-pupil funding to follow the student to alternative education options. Open Meadow can access average daily membership (ADM) funds and receives 80% of the per pupil expenditure (which includes ADM funding and revenue from additional sources) from the Portland Public Schools. In addition, Oregon's state policy allows districts to award graduation credit based on proficiency.

development opportunities for 180 students at Roosevelt High School in Portland. This program expanded to Roosevelt High School's feeder middle schools in the 2004-2005 school year. Open Meadow's newest Transition Program, Corporate Connections, provides 20 youth with employment readiness training and 12-week internships through partnerships with eight corporations.

Open Meadow receives its accreditation from the Northwest Association of Accredited Schools and is registered as a private school with the Oregon Department of Education. The National Youth Employment Coalition recognized Open Meadow as a PEPNet (Promising and Effective Practices Network) Awarded program in 2003.

Youth Population Served

School Year 2003-04

| Male | Female | Age Range |
|------|--------|-----------------------|
| 49% | 51% | 10-21 years old |
| | | |
| | | 45% European-American |
| | | 31% African-American |
| | | 11% Hispanic |
| | | 5% Asian American |
| | | 5% Native American |
| | | 2% Other |
| | | 1% Pacific Islander |

- 5% expelled
- 100% erratic attendance or habitually truant (upon entry)
- 15% severe discipline problem (upon entry)
- 85% severely credit deficient, not meeting or exceeding state benchmarks or standards, or behind their age group in basic skills
- 5% parents or pregnant
- 5% adjudicated delinquents, youth offenders, or court-involved
- 15% previously court-involved
- 70% qualify for free and reduced lunch
- 5% foster youth
- 5-15% special education students

Open Meadow Alternative Schools serve youth who meet eligibility requirements for placement in alternative education programs as defined by the Portland Public Schools. The eligibility and subsequent placement in alternative education programs are based on:

- The student whose academic interests and needs are best served through participation in such programs (an academic need based on credit deficiencies or not meeting or exceeding state benchmarks or standards).
- The student has attendance so erratic that he or she is not benefiting from the educational program.
- The student has a second or subsequent occurrence within any three-year period of a severe discipline problem.
- The District is considering expulsion for the student as a disciplinary alternative.
- The student is expelled.
- A parent or guardian of a student, or an emancipated minor, applies for an exemption from compulsory attendance
- The student has another reason for receiving placement in a specialized alternative program (community-based programs only).
- —The Portland Public Schools website provided this information at: www.pps.k12.or.us/depts/edoption/eligibility.php.

Funding Sources

Open Meadow receives 80% of the per pupil expenditure (which includes average daily membership (ADM) funding and revenue from additional sources) from the Portland Public Schools (PPS). This per pupil expenditure is Open Meadow's primary funding source. Additional funding sources are listed below.

- HEA funding
- State funding for alternatives
- Chafee
- IDEA
- State Charter laws
- Perkins
- **WIA**
- Local school funds

- Adult literacy funds
- ✓ NCLB (Supplemental Ed. Services)
- Juvenile justice resources
- TANF
- ✓ Other: state, county, and city government sources, private sources



Breakdown of Funding

| • | |
|---|---------|
| Funding Source | Percent |
| Open Meadow's contract with the Portland | |
| Public Schools (ADM) | 45% |
| Other government sources: Federal | |
| (NCLB- Supplemental Educational Services), | |
| State (Oregon Youth Conservation Corps), | |
| City (Bureau of Housing & Community | |
| Development), and County (Youth | |
| Empowerment and Employment Project) | 20% |
| Private sources (foundations, corporations, | |
| and individuals) | 20% |
| Work Systems Inc. (local workforce | |
| development agency) | 10% |
| Youth Opportunity | 5% |
| | |

In order to meet the needs of its student population, Open Meadow leverages supplemental funding from other sources to complement and build core education services. During the 2004-2005 school year, Open Meadow received approximately \$5,950 per student, per year from the Portland Public Schools (PPS) contract. The actual cost per student was between \$10,000-\$12,000. This cost per student included additional services and costs such as case management, workforce development, counseling, and maintaining the small student to staff ratio.

The school district awards the ADM funding primarily to Open Meadow High School, Open Meadow Middle School, and the CRUE program. The STEP UP program receives funding through No Child Left Behind Act Supplemental Education Services and Title I.

District Policy

Open Meadow is one of 13 private non-profit organizations in Portland, Oregon that contracts with the Portland Public Schools (PPS) to serve students who have dropped out or are considered at-risk of dropping out of PPS. Open Meadow has received state per pupil funding for about 35 years. Currently, Open Meadow has a one-year contract with PPS because of changes in district policy. In previous years, the program received three-year contracts.

PPS requires annual performance measures that include attendance, academic skill gains, student social behavior, and exit status. The PPS funding guides the development of the core education program at Open Meadow. Contingent upon receiving the core funding, Open Meadow provides supplemental services for students. Enrollment numbers drive the contracts because Open Meadow receives the daily rate per student, per day and bills the district after they provide services. Open Meadow receives some forward funding. The District advances 10% of the overall contract and then later deducts the advance in the monthly billing. Some of the other non-profits that contract with PPS are paid on monthly attendance and do not receive funds in advance.

In 2004, Open Meadow's attendance rate was 92%. Since Open Meadow recovers dropouts and reenrolls youth not connected to the school system, they generate money for the district because the district can retain a portion of the state per pupil funding. The school district conducts an annual count day in early October to determine the program's budget projections and to estimate the number of student slots for the program's contract. The program and the district then negotiate the number of slots. In order to receive the full funding amount, the contracted programs must maintain full enrollment of those slots. Open Meadow routinely has six applicants for every available space. Some youth are accepted upon their first application, and others may wait as long as nine months to gain acceptance. The length of waiting on admissions depends on the availability of slots at the time of application. If youth are not accepted into the Open Meadow program, they are referred to the Portland Public School's Enrollment and Transfer Center where they can find out about other education options.

Alternative education programs must undergo an annual accounting and reporting of expenditures of state school funds and other funding. Students must participate in state assessments, and programs must report performance results annually to the public.

State Policy

Alternative Education Program Defined by Oregon Revised Statutes (ORS):

"A school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state."

-Oregon Revised Statutes (ORS), 336.615



In the mid-1980's, Oregon passed legislation that enables average daily membership (ADM) funding to follow the student. The local school districts manage this flow of funds through contracts. Eighty percent of the per pupil net operating expenditure (which includes ADM funding and revenue) follows the student to an alternative school, and the district retains 20% to administer the program.

School Accountability and No Child Left Rehind

In Oregon, the Department of Education views Open Meadow as a program rather than a school. As a result, Open Meadow is not held to all No Child Left Behind (NCLB) accountability standards. Although most faculty members are state certified, currently Open Meadow is not held to the highly qualified teacher measure in NCLB. The Northwest Regional Education Lab conducts an annual evaluation of Open Meadow. The Lab assesses the school in the following areas: academic progress, attendance, behavioral outcomes, and exit status. In addition, Open Meadow students take statewide assessments, and the schools conduct pre- and post-testing to measure student gains.

Open Meadow students on average exceed expected annual gains for reading and math, in some cases by nearly 50%. Last year, Open Meadow had 31 graduates. In 2003-2004, the average dropout rate for similar programs serving Portland dropouts was 38%. Open Meadow's dropout rate for that same period was 10%.

In December 2002, the State Board of Education approved the following policy as an option for school districts: "districts may award credit based on proficiency." The districts may award diploma credits based on satisfactory completion of work in an alternative program that may include career-related learning experiences and project-based learning. For more information on how proficiency is determined, please refer to Oregon Administrative Rules (OARS) Credit Options 581-022-1131.

In the mid-1980's,
Oregon passed
legislation that
enables average
daily membership
(ADM) funding
to follow the
student.

List of References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and email correspondence with Carole Smith, Executive Director of Open Meadow Alternative Schools. In addition, Cliff Brush, Education Specialist, Oregon Department of Education, and Chet Edwards, Director of Alternative Education Options, Portland Public Schools, provided information and resources via telephone and

e-mail. NYEC appreciates these contributions. Additional resources are listed below.

Web Resources

Open Meadow Celebrates Grand Opening of Newly Renovated Transitions Program Building. Portland Development Commission: www.pdc.us/new/releases/20041013.asp

Oregon Department of Education: www.ode.state.or.us

- Diploma Requirements and Credit Options. www.ode. state.or.us/search/results/?id=28
- Credit for Proficiency www.ode.state.or.us/search/ results/?id=35
- Alternative Education www.ode.state.or.us/search/ results/?id=78
- Credit for Proficiency Guidelines for School Districts: www.ode.state.or.us/teachlearn/standards/creditforproficiency/creditforproficiencyguidelines.pdf

Portland Public Schools:

- Community Based Program www.pps.k12.or.us/depts/ edoption/community/open.php
- Reasons for eligibility and recommending placement in Alternative Education Programs: www.pps.k12.or/us/ depts/edoption/eligibility.php

Document Resources

Open Meadow Annual Report (2003-2004). Portland, OR.

Oregon State Department of Education. Alternative Education: Summary of Oregon Statutes, Rules and Private Alternative Education Standards for Districts, Programs, and The Department of Education (faxed document from Cliff Brush, sent 1/12/2005)

FUNDING ALTERNATIVE EDUCATION PATHWAYS PROGRAM/SCHOOL PROFILE:

TransCenter for Youth

PROGRAM/SCHOOL

TransCenter for Youth 1749 N. 16th Street Milwaukee, WI 53205 Phone: 414.933.7895

Contact person: Dr. Daniel Grego, Executive Director

E-mail: DGrego@talcnewvision.org

www.talcnewvision.org

TYPE OF ALTERNATIVE EDUCATION **PATHWAY**

One charter school and three Partnership Schools; community-based organization (CBO) schools; alternative schools

Program Description

TransCenter for Youth, Inc. has worked with at-risk youth in Milwaukee since 1969. In 1973, TransCenter became a 501(c) 3 non-profit and opened its first school, Shalom High School. Currently, TransCenter operates an education program that includes one charter school, the CITIES Project High School (CPHS), and three Partnership Schools: Shalom High School, Northwest Opportunities Vocational Academy (NOVA), and El Puente High School for Science, Math, and Technology. TransCenter also operates the Technical Assistance & Leadership Center (TALC New Vision) that administers a five-year grant from the Bill & Melinda Gates Foundation to support the creation of 60 new small high schools in Milwaukee.

All of the TransCenter schools have a distinct approach to engaging youth in educational programming, yet they share some basic characteristics. In order to maintain a personalized environment, the schools are capped at 100 students, and students choose a staff person to act as their counselor. Each school integrates experiential education and project-based learning techniques where students learn hands-on and must demonstrate their knowledge. In order to graduate and receive a high school diploma from Shalom High School, students must earn 22 credits and demonstrate mastery of 300 core skills. All of the TransCenter schools support and work to implement the Milwaukee Public Schools (MPS) K-12 curriculum, teaching, and learning goals. TransCenter Schools have waiting lists, and the schools consider the applications based on availability. Shalom has 263 applicants on a waiting list; NOVA has 54; and El Puente has 53.

In 1973, Shalom High School opened as a private school for youth referred by the juvenile court system. Shalom's status as a private school changed in 1981 when the school began contracting with MPS and receiving public funding. Shalom was in some ways a "prototype charter school" because it was run by a private non-profit, TransCenter, and contracted with MPS, predating Wisconsin charter school law, which was enacted in 1993.

In 1985, Wisconsin State Statute (118.153) Children at Risk created a state program that allowed funding to follow "at-risk" students. This statute initiated the creation and funding of the Partnership School model in Milwaukee. Partnership Schools specifically serve youth that meet the "at-risk" criteria outlined in the Children at Risk state statute (please see Youth Population Served section for criteria). Shalom became one of Milwaukee's first Partnership Schools.

Highlights

TransCenter for Youth schools access state and local shares of average daily attendance funding. A portion of this funding is available through the *Children at Risk* state statute, which supports education options specifically for "at-risk" youth. Milwaukee has a multi-layered system of public education options that provides students with several pathways to a credential. In addition, charter school policy in Milwaukee provides potential school operators a variety of ways to negotiate with chartering authorities to secure a charter.

Partnership School faculty members are not required to be certified, but most faculty at the TransCenter Schools are state-certified teachers. A certified teacher must supervise those teachers without certification. TransCenter provides some financial support for non-certified faculty to become certified.

Shalom High School offers a full-day program and provides an opportunity for students meeting the *Children at Risk* criteria to earn a high school diploma. Shalom is an accelerated model, meaning students can graduate in two and a half to three years. The school uses a competency-based credit-earning model in addition to awarding credits for course work. Students in their senior year must show competency through portfolio demonstrations before review panels composed of individuals from the community. Shalom serves youth ages 15-19 in grades 9-12.

TransCenter's two other Partnership Schools also serve youth meeting the *Children at Risk* criteria. Northwest Opportunities Vocational Academy (NOVA) offers 45 youth grades 7-8 and 55 youth grades 9-12 a school-to-work transition program where they can participate in internships and gain social skills for the workplace. NOVA staff members also serve as advisors to small groups of students.

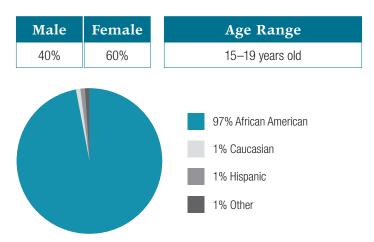
Founded in 1997, El Puente High School for Science, Math, and Technology enrolls youth ages 14-20 in grades 9-12. El Puente emphasizes an integrated approach to learning with an interdisciplinary model focusing on math and science through project-based learning activities. Typically, students attend El Puente for three to four years.

Established in fall 2004, The CITIES Project High School (CPHS) is an open enrollment charter school sponsored by Milwaukee Public Schools (MPS). CPHS helps students become active learners and change-agents in their community. The student-centered curriculum focuses on experiential education, project-based learning, public work, and community rebuilding. Currently, CPHS students are in grades 9-10. CPHS will expand in two years to a maximum of 100 students in grades 9-12. The entire faculty at CPHS must be certified, but the teachers can obtain provisional licenses and special licenses for charter schools.

There is much interest in dual enrollment options in Milwaukee. Although TransCenter does not operate an early college model, TransCenter schools link with the local technical college to expand educational options for their students. Students have the ability to earn an associate's degree through early college enrollment with dual credits at the local technical college. TransCenter assists students interested in this option with tuition costs by fundraising for scholarships.

Youth Population Served

Shalom High School, School Year 2004-05



- 2004-2005 enrollment: 101 students
- 9% dropouts (upon entry)
- 0% expelled (upon entry)
- 98% erratic attendance or habitually truant (upon entry)
- 100% severely credit deficient; not meeting or exceeding state benchmarks or standards; behind age group in basic skills
- 18% parents or pregnant
- 15% adjudicated delinquents, youth offenders, or courtinvolved
- 15% previously court-involved
- 81% qualify for free or reduced lunch 0% foster youth

Northwest Opportunities Vocational Academy, School Year 2004-05

Female

Male

| 57.8% | 42.2% | | 13-19 years old | |
|-------|-------|---|----------------------|--|
| | | | | |
| | | | 80% African-American | |
| | | | 1% Caucasian | |
| | | | 5% Other | |
| | | | 2% Asian | |
| | | , | 2% Native American | |

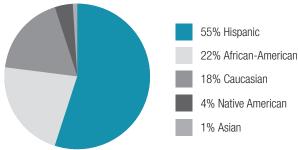
Age Range

The chart above reflects the student population for NOVA High School only.

- 2004-2005 enrollment: 100
- NOVA Middle School (45 students): 57.8% male and 42.2% female 93.4% African-American, 2.2% Hispanic, 2.2% Native American, and 2.2% other
- NOVA High School (55 students)
- 0% dropouts (upon entry)
- 1% expelled (upon entry)
- 100% erratic attendance or habitually truant (upon entry)
- 97% severely credit deficient, not meeting or exceeding state benchmarks or standards, or behind age group in basic skills
- 1% parents or pregnant
- 1% adjudicated delinquents, youth offenders, or court-involved
- 8% previously court-involved
- 82% qualify for free or reduced lunch
- 6% foster youth

El Puente High School, School Year 2004-05

| Male | Female | Age Range |
|------|--------|-----------------|
| 51% | 49% | 14–20 years old |
| | | 55% Hispanic |



- 2004-2005 enrollment: 105
- 0% dropouts (upon entry)
- 86% erratic attendance or habitually truant (upon entry)
- 83% severely credit deficient, not meeting or exceeding state benchmarks or standards, or behind age group in basic skills
- 22% parents or pregnant
- 78% qualify for free or reduced lunch

CITIES Project High School (CPHS), School Year 2004-05

| Male | Female | Age Range |
|------|--------|----------------------|
| 52% | 48% | 14–19 years old |
| | | |
| | | _ |
| | | 81% African American |
| | | 9% Caucausian |
| | | 8% Native American |
| | | 2% Asian |
| | | |

- All information is not available because CPHS opened in fall 2004.
- 2004-2005 enrollment: 63

TransCenter schools serve dropouts from traditional high schools in Milwaukee. Students at the TransCenter Partnership Schools meet the eligibility criteria for Children at Risk outlined below.

Children At Risk of not Graduating from High School (the name of the law changed in 1999): "Children at risk of not graduating from high school are defined, under §118.153 (1) as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in the number of credits attained
- two or more years behind their age group in basic skill levels
- habitual truants, as defined in §118.16(1)(a)
- parents
- adjudicated delinquents
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade"

—The Wisconsin Department of Public Instruction provided this information on their Web site at: www.dpi.state.wi.us/dpi/dlsis/let/atriskgrt.

Funding Sources

State and local shares of average daily attendance (ADA) funding constitute TransCenter Schools' primary funding source. The three Partnership Schools each receive approximately \$7,305 per student, per year in ADA funding. The charter school receives approximately \$7,111 (please see below for details). The estimated actual cost per student, per year for FY05 was \$8,117. Additional funding sources are listed in the chart at the top of column 2.

As a private non-profit, TransCenter can raise private funds. Most of the funding that TransCenter secures for its schools is provided through public education funding and private funding.

- HEA funding
- State funding for alternatives
- Chafee
- IDEA
- State Charter laws
- Perkins
- WIA

- Local school funds
- Adult literacy funds
- NCLB (Supplemental Ed.
- Juvenile justice resources
- TANF
- **Other:** private funds

Milwaukee has a multi-layered system of public education with different requirements and funding provisions for each type of education entity. The three Partnership Schools that TransCenter operates (Shalom, NOVA, and El Puente) receive 80% of the district's average per pupil cost from Milwaukee Public Schools (MPS) on a two-year delay funding schedule. Because of the two-year funding delay, TransCenter initial funding is provided by private resources for the three Partnership Schools.

In addition to the direct funding, the schools benefit from the in-kind services MPS provides, paid for with the

remaining 20% of the ADA funding. These inkind services can include administration, some social worker time, some counseling services, and nutritional services (e.g. lunch programs). Although MPS does not provide facilities, it does provide funding for transportation. Youth in Partnership Schools are enrolled in MPS and TransCenter receives \$7,305 in ADA funding per student, per year plus 20% for in-kind services. The MPS contract (including the in-kind services) covers 90% of the costs of operating the Partnership Schools. In addition, TransCenter raises funds from private sources that average about another \$812 per student, per year.

Because of the two-year funding delay, TransCenter initial funding is provided by private resources for the three Partnership Schools.

Funding Breakdown for Partnership Schools

| Funding Source | Percent |
|-----------------|---------|
| ADA | 90% |
| Private sources | 10% |

Because The CITIES Project High School (CPHS) just opened in fall 2004, the school is receiving a number of implementation grants. Many of the current expenditures are

one-time start-up costs (computers, supplies, etc.). CPHS received implementation grants from federal charter school funds that totaled \$150,000, an implementation grant from EdVisions, and several grants from other private foundations. Currently, several proposals are still pending. Although charter schools in many Wisconsin districts can access 100% of the state share cost of ADA, CPHS only receives about 67% due to funding guidelines in the school's charter with Milwaukee Public Schools. The state tries to contribute twothirds of the cost for each pupil. The ADA funding amounts to about \$7,111 per student, per year. Similar to other noninstrumentality charter schools (please see District Policy for more information), CPHS receives less ADA funding than the Partnership Schools. In addition, CPHS also receives Title I funds and a 28% special education reimbursement from the federal government.

District Policy

Entities operate in partnership within and outside of Milwaukee Public Schools (MPS) because of the city's multi-layered system. Additionally, Milwaukee was one of the first cities to provide tax-supported vouchers for students.

Partnership Schools

Partnership Schools were first developed with the creation of the *Children at Risk* Wisconsin state statute in 1985. Partnership Schools are permitted statewide, but so far only Milwaukee has decided to use this option. Currently 19 Partnership Schools work in partnership with MPS. The State of Wisconsin and other

district sources provide funding for the Partnership Schools. Generally, the local Board of School Directors develops a Request for Proposals, and agencies will then approach the district. Agencies enter into a contract with the school district and, upon being awarded the contract, receive 80% of the district's per pupil cost from MPS. MPS retains 20% to cover administrative and other services for the school. The district contracts for a specific amount of slots per year and then determines the amount of funding to provide. The district provides multi-year contracts for high performing schools, typically three years for Partnership Schools. TransCenter's three-year contracts have a yearly renewal. In order to determine "at-risk status," students must complete

an Alternative Program Application Form with parental permission. Partnership Schools are subject to all federal and state guidelines under the No Child Left Behind Act, but the schools have some flexibility.

Charter Schools

Milwaukee has three main types of charter schools.

- Non-instrumentality charter school—Private non-profit organization with sponsorship from MPS run this type of charter school. Only the non-profit employs faculty.
- **Instrumentality charter school**—The school is considered part of the district and the district employs the faculty.
- Independent charter school—Other authorized entities operate this type of charter school outside of MPS.

Over the years, Wisconsin charter school law has gone through many changes that have expanded options for de-

> veloping charter schools. The CITIES Project High School is a non-instrumentality charter school, and TransCenter employs the faculty. Opened in September 2004, MPS sponsored the CITIES Project High School. Three authorities in Milwaukee can grant charters: the Milwaukee Area Technical College (which to date has not granted a charter), the City of Milwaukee, and the University of Wisconsin, Milwaukee. Each of the charter authorities has a separate process for applying for a charter. All three active entities accepted TransCenter's proposal for a charter school. TransCenter opted to work with MPS. This unique situation in Milwaukee allows schools to negotiate with different chartering authorities and

essentially act as a "free agent". TransCenter has worked with MPS since the early 1980's, and the opportunity to expand that relationship has changed the vision of public education in Milwaukee.

State Policy

Definition of Alternative Education from the Wisconsin Department of Public Instruction:

'Alternative education program' means an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional

This unique situation in Milwaukee allows schools to negotiate with different chartering authorities and essentially act as a "free agent".

classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. 'Alternative educational program' does not include a private school or a home–based private educational program.

—Public Instruction (PI) (44.02)

Children at Risk of not Graduating from High School

Every school board in Wisconsin is required to identify and serve students who meet the statutory definition of being a child at risk of not graduating from high school under 118.153 (1), Wis. Stats. Annually in August, a school board that qualifies for and applies for bonus aid must submit a report to the Department of Public Instruction that describes how the board will meet the needs of at-risk students in the district. (Please see above Youth Population Served section for criteria.) The Wisconsin Legislature established Children at Risk as a categorical aid reimbursement program. Districts with high numbers of dropouts have access to this funding and must use the money for specialized services for at-risk youth. Children at Risk is a state program that has been level funded for about nine years at \$3.5 million a year. Currently, Milwaukee receives \$1.9 million from this fund. The number of other school districts that receive this funding fluctuates year to year, but generally 19-24 other districts receive funding as well. Milwaukee is the only school district authorized to establish Partnership Schools.

Reimbursement for each pupil is based on achievement of at least three of the following objectives:

- The pupil's attendance rate was at least 70%.
- The pupil remained in school.
- The pupil, if a high school senior, received a high school diploma or passed the high school graduation test administered under 118.30 (1m)(d).
- The pupil earned at least 4.5 academic credits or a prorated number of credits if the pupil was enrolled in the program for less than the entire school year.
- The pupil demonstrated, on standardized tests or other appropriate measures, a gain in reading and mathematics commensurate with the duration of his or her enrollment in the program.
 - —The Wisconsin Department of Public Instruction provided this information at: www.dpi.state.wi.us/dpi/dlsis/let/atriskgrt.html

School Accountability and No Child Left Behind

All of the TransCenter Schools are held accountable to the No Child Left Behind Act by Milwaukee Public Schools. The law provides some flexibility by allowing schools to assess where students are at enrollment and later demonstrate the relative gains after a year in the program. At this time, Adequate Yearly Progress (AYP) is still being determined in Wisconsin. Regarding high-stakes testing in 10th grade, the student cohort taking the tests changes every year. As a result, the test does not reflect the impact that the school made nor progress a student made after a year.

The TransCenter Partnership Schools have outcome objectives built into their contracts with Milwaukee Public Schools (MPS) under the *Children at Risk* state statute. MPS incorporates language from the statute into their contracts. The contracts hold the Partnership Schools accountable to attendance rates, retention in school, credit earning rate, and graduation rate. TransCenter measures relative academic gains through pre- and post-testing students and comparing a student's previous attendance rate versus his or her attendance rate at the Partnership School. TransCenter Schools maintain at least a 70% attendance rate. For the 2004-2005 school year (through March 2005), Shalom's attendance rate was 80.53%; NOVA High School's was 92%; NOVA Middle School's was 85%; and El Puente's was 77% (2004- February 2005).

In 2003-2004, Shalom high school had a 100% graduation rate. In addition, Shalom had the following gains:

- 94.12% of all high school students passed a reading or English course
- 96.08% of all high school students passed a math course
- 75.47% of all high school students earned at least 4.5 credits during the school year

In 2003-2004, NOVA High School had a graduation rate of 100%. In addition, students at NOVA High School and Middle School achieved an average increase of one full grade level in areas of reading and mathematics. The school's gains included:

- 89% of NOVA middle school students passed at least four core classes
- 91% of middle school students advanced to the next grade level

- 96% of all NOVA high school students earned at least 4.5 credits during the school year
- 98% of enrolled high school students advanced to the next grade level

In 2003-2004, the graduation rate at El Puente was 86%, and 89% of the students made an average increase of one full grade level in areas of reading and mathematics.

Charter School Policy

Charter schools in Wisconsin receive funding through the district and can access 100% of average daily attendance (ADA) funding in many districts. When the district retains none of the ADA and provides no in-kind administrative services, the charter schools must purchase all administrative services. In Wisconsin, two-thirds of K-12 public education funds are raised mostly through state sales tax and state income tax. The remaining one-third comes from other sources, including property taxes, federal aid, and local fees. Charter schools that are not authorized by school districts cannot levy local property taxes. The charter or contract determines the amount of funding that a charter school in partnership with Milwaukee Public Schools (MPS) receives. The state per-pupil funding does not automatically follow the student. The district monitors enrollment on a weekly basis and seats must be filled by the third Friday in September and the second Friday in January. Charter schools sponsored by MPS have a five-year contract. Schools are subject to a yearly performance rate and a review panel. Standards and accountability for charter schools are built into the school's charter. Under Wisconsin charter school law, all faculty members must have their certification. Non-certified faculty members can obtain provisional and special licenses for charter schools.

List of References

The National Youth Employment Coalition (NYEC) gathered much of the information used for this profile from several telephone interviews and correspondence with Dan Grego, Executive Director, TransCenter for Youth, Inc. In addition, Russ Whitesel, Wisconsin Legislative Council Staff; representatives from the Department of Public Instruction; and representatives from the Milwaukee Public Schools Office of Diversified Community Schools, provided infor-

mation and resources via telephone interviews and e-mail. NYEC appreciates these contributions. Additional resources are listed below.

Web Resources

Education Commission of the States: State Profiles: Charter Schools: www.ecs.org

Milwaukee Public Schools Diversified Community Schools: www2.milwaukee.k12.wi.us/dcs/dcs

Seal, Kathy. Alternative Pathways to College. Carnegie Reporter (Vol. 2, No. 4 Spring 2004): www.carnegie.org/reporter/08/college/index

Technical Assistance & Leadership Center: www.talcnewvision.org

Wisconsin Association of School Boards: Legislative 1999 Wisconsin Act 123: www.wasb.org/legislative/newlaws/ act123

Wisconsin Department of Public Instruction: www.dpi.state.wi.us

- Career and Technical Education: Children at Risk of Not Graduating from High School: www.dpi.state. wi.us/dpi/dlsis/let/atrisk; www.dpi.state.wi.us/dpi/dlsis/let/atriskgrt
- Wisconsin Charter Schools: www.dpi.state.wi.us/dpi/ dfm/sms/pdf/chsyrbk1.pdf

Wisconsin State Legislature: Department of Public Instruction (Chapter PI 44) www.legis.state.wi.us/rsb/code/pi/pi044.pdf

Appendices

Appendix A Glossary

The National Youth Employment Coalition offers this "working" glossary of terms. We have noted the sources accordingly.

Accountability: Policies and practices that hold schools and teachers responsible for student performance. Accountability measures may serve a variety of functions for state, district, and school stakeholders, including holding teachers and students accountable for performance on standardized tests, rewarding or sanctioning schools based on student performance, comparing and publicizing performance by schools in a district or across a state, and allocating funds based on performance (Learn NC).

Adequacy: For school finance, adequacy means providing sufficient funds for the average district or school to teach the average child to state standards, plus sufficient additional revenues for students with special needs to allow them to meet performance standards as well (Odden & Picus, 2000).

Adequate Yearly Progress (AYP): AYP is an individual state's measure of yearly progress toward achieving state academic standards. AYP is the minimum level of improvement that states, school districts, and schools must achieve each year (Norfolk Public Schools).

Alternative Assessment: Any form of measuring what students know and can do other than standardized testing, includes portfolio and performance-based assessments (Educational Research Network).

Alternative Education Pathways: An education program that embraces subject matter and/or teaching methodology not generally offered to students of the same age or grade level in traditional school settings. These pathways offer a range of educational options and include students as an integral part of the planning team (New Jersey Department of Education).

At-risk: Describes students with socioeconomic challenges such as poverty or teen pregnancy that may place them at a disadvantage in achieving academic, social, or career goals. Such students are deemed at risk of dropping out of school (Educational Research Network).

Average Daily Attendance (ADA): The average number of students "attending" or present, during a given reporting period (usually a regular school session). Only days when students are under the guidance and direction of teachers should be considered "in session." ADA is calculated by dividing the total number of days in attendance during a given reporting period for all students by the total number of days on which the school is in session during a reporting period (National Forum on Education Statistics).

Average Daily Membership (ADM): The average daily count of students enrolled in school during a given reporting period. Only days when students are under the guidance and direction of teachers should be considered "in session." ADM is calculated by dividing the total number of students enrolled on each day in session during the reporting period (National Forum on Education Statistics).

Carl D. Perkins Vocational and Technical Education Act (Perkins): The Perkins Act was reauthorized and signed into law in October of 1998. Perkins Act programs provide individuals with the academic and technical skills needed to succeed in our knowledge- and skills-based economy. The career technical education system, formerly referred to as vocational technical education, prepares its students both for postsecondary education and the careers of their choice. Perkins funds are provided to states that, in turn, allocate funds by formula to secondary and postsecondary schools (National Youth Employment Coalition).

Carnegie Unit: A factor used to standardize all credits indicated on transcripts across the study. The Carnegie unit is defined as the number of credits a student received for a course taken every day, one period per day, for a full school year (National Center for Education Statistics).

Charter Schools: Schools that receive public funding but operate outside of the traditional public school system. Groups such as teachers, parents, or foundations run the

Appendices continued

schools. Charter schools are free of many district regulations and are often tailored to community needs (Eye on Education).

Disconnected, Out-of-School Youth: Youth who are not connected to education, employment, or organizations that prepare them for successful adulthood (Aron & Zweig, 2003).

Equalization Formula Aid: Equalization formula aid is financial assistance given by a higher-level government (i.e., the state) to a lower-level government (i.e., school district) to equalize the fiscal situation of the lower level government. Because school districts vary in their abilities to raise property tax dollars, equalization formula aid is allocated to make the ability to raise such local funds more equal (Odden & Picus, 2000).

Flat Grant Program: A flat grant program simply allocates an equal sum of dollars to each public school pupil in the state. A flat grant is not an equalization aid program because it allocates the same dollars per pupil regardless of the property or income wealth of the local school districts. However, if no local dollars are raised for education and all school dollars come from the state, a flat grant program becomes equivalent to full-state assumption (Odden & Picus, 2000).

Foundation Program: A foundation program is a state equalization aid program that typically guarantees a certain foundation level of expenditure for each student, together with a minimum tax rate that each school district must levy for education purposes. The difference between what a local school district raises at the minimum tax rate and the foundation expenditure is made up in state aid (Odden & Picus, 2000).

Individuals with Disabilities Education Act (IDEA): A landmark 1975 federal law, the Act was originally known as the Education for All Handicapped Children Act. In exchange for federal money, schools must guarantee that all children with disabilities receive a "free, appropriate public education." The law has been amended several times but originally addressed children with disabilities who were kept out of the public schools and taught either in institutions or at home (Eye on Education).

Local Educational Agencies (LEA): A district or county office of education (U.S. Department of Education).

No Child Left Behind Act of 2001 (NCLB): On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001. The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It redefines the federal role in K-12 education in an effort to close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on proven teaching methods (Eye on Education).

Open-enrollment: Open-enrollment is a policy that allows students to transfer in and out of schools as long as there is space available (Eye on Education).

PEPNet (Promising and Effective Practices Network):

A system developed by the National Youth Employment Coalition to enhance the quality of programs that link young people to work and education thereby promoting a successful transition to adulthood. This system includes quality standards for youth programming as well as tools to assist with assessment and program improvement (National Youth Employment Coalition).

Performance Assessment: Systematic and direct observation of a student's performance or examples of student performances and ranking according to pre-established performance criteria. Students are assessed on the result as well as the process engaged in a complex task or creation of a product (Learn NC).

Special Education: Programs designed to serve children with mental and physical disabilities. These children are entitled to individualized education plans that spell out the services they need to reach their educational goals, ranging from speech therapy to math tutoring. Traditionally, special education took place in separate classrooms. Increasingly, regular schools and classrooms offer these services (Eye on Education).

Standardized Tests: Assessments that are administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored; they are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments also can be standardized if they are administered and scored in the same way for all students (Council of Chief State School Officers).

Standards: Widely accepted statements of expectations for students' learning or the quality of schools and other programs (Council of Chief State School Officers).

Standards-based Assessment: A process through which the criteria for assessment are derived directly from content and/or performance standards (Council of Chief State School Officers).

Vocational Education: Instruction that prepares a student for employment immediately after the completion of high school. Although often thought of in terms of auto-shop or carpentry courses, such programs now frequently include a strong academic component and teach cuttingedge skills such as computer-aided design (Eye on Education).

Workforce Investment Act (WIA): In 1998, Congress passed the Workforce Investment Act (WIA) to reform, consolidate, streamline, and better coordinate the nation's job training system. WIA consolidated and integrated employment and training services at the local level into unified workforce development system. The Act authorized the appropriation of funds from FY 1999-2003. Effective July 1, 2000, WIA repealed the Job Training Partnership Act (JTPA), and created three funding streams, 1) Adult Employment and Training—ages18 or over; 2) Dislocated Workers; and 3) Youth Development Services. These services are directed by local Workforce Investment Boards (WIBs). WIA authorizes funds for services for youth (14-21 years of age) who face barriers to school completion or employment. Youth served are prepared for postsecondary educational opportunities or employment, and must receive at least one year of guidance and counseling, and follow-up services (National Youth Employment Coalition).

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Eye on Education: www.eyeoneducation.tv/glossary/

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Appendix C Acronyms

| Average daily attendance | ADA |
|---|-------|
| Average daily enrollment | ADE |
| Average daily membership | ADM |
| Higher Education Act | HEA |
| Individuals with Disabilities Education Act | IDEA |
| Office of Juvenile Justice and Delinquency Prevention | OJJDI |
| No Child Left Behind Act | NCLE |
| Temporary Assistance for Needy Families | TANF |
| Workforce Investment Act | WIA |

Appendices continued

*Appendix D*Alternative Education Pathways: Funding and Policy Forums

NYEC convened two forums entitled, Alternative Education Pathways: Funding and Policy in Washington, DC in February and June 2005. These forums brought together representatives from profiled programs, states, national organizations, and federal agencies to further explore the issue of financing of alternative education. The collective experience and insights from this group have informed the profiles and our work to date on alternative education.

Participants

Arnold Alaniz, Division of Charter Schools, Texas Education Agency, Austin, TX

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Cheryl Almeida, Jobs for the Future, Boston, MA

Andrew Baer, Workforce Strategy Center, Brooklyn, NY

Ilene Berman, National Governors Association, Center for Best Practices, Washington, DC

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Appendices continued

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Kristen L. Henry, Project Associate

Eric Cline, Project Associate

Le-Vadie Veney, Office Coordinator

*Appendix F*NYEC Contributing Members and Individual Donors–2005

NYEC is a network of over 250 organizations. The following groups are NYEC's Contributing Members and Individual Donors, as of August 2005. For a complete list of NYEC members, please visit www.nyec.org.

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Academy for Educational Development National Institute for Work and Learning Washington, DC

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Houston Works USA Houston, TX

Institute for Educational Leadership Washington, DC

Los Angeles Conservation Corps Los Angeles, CA

New York City Department of Youth and Community Development New York, NY

Office of Workforce Development New Orleans, LA

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